

# Catalog 2004-2005



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## *Personnel Directory*

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Abdirahman, Ibrahim Dubow	Temp, Housekeeping	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Abreu, Isabel R	Admin Asst - Admissions	Enrollment Management Undergraduate Admissions	Welcome House Rm 101	Biddeford	(207) 602-2847
Ahmed, Farhiyo M	Housekeeper-WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Ahmida, Ali A	Professor	College of Arts and Sciences Political Science	Decary Hall Room 328	Biddeford	(207) 602-2804
Akerman, Darren J	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Alaimo, Joanne	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Alegre, Robert F	Assistant Professor HIS	College of Arts and Sciences History & Politics	Marcil Hall Room 205	Biddeford	(207) 602-2223
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Allen, Kimberly J	Director of Athletics	Dean of Student Affairs Athletics	Campus Center Room 102	Biddeford	(207) 602-2562
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Altomari, Cindy F	Certificate /Placemnt Officer	College of Arts and Sciences Teacher Education	Decary Hall Room 139	Biddeford	(207) 602-2846
Ambrose, Christopher K	Laboratory Assistant (CHEM)	College of Arts and Sciences Chemistry	Morgane Hall Rm 207	Biddeford	(207) 602-2139
Amoroso, Marilyn G	Office Mgr, Community Programs	Westbrook College of Health Professions Maine Geriatric Education	Linnell Hall Room 102	Portland	(207) 221-4460
Anderson, Wanda L	Assistant Professor, Clinical	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 427	Portland	(207) 221-4513
Anderson, Matthew D	Associate Professor & Chair	College of Arts and Sciences English	Marcil Hall Room 116	Biddeford	(207) 602-2726

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Andrusic, Brandon Sebastian	Admissions Counselor	Enrollment Management Graduate Admissions	Goddard Hall Room 100A	Portland	(207) 221-4395
Angelichio, Michael J	Assistant Professor	College of Arts and Sciences Biological Sciences	Morgane Hall Rm 105	Biddeford	(207) 602-2766
Angelillo, Catherine C	Adjunct Faculty, PSY	College of Arts and Sciences Psychology	Decary Hall Rm 352	Biddeford	(207) 602-2821
Angelo, Alfred K.	Security Officer	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2298
Arciero, Michael J	Assistant Professor	College of Arts and Sciences Math and Computer Science	Decary Hall Rm 302	Biddeford	(207) 602-2439
Arienti, Timothy W	Biological Technician - MSC	College of Arts and Science Marine Science Center	MSC Room 204	Biddeford	(207) 602-2717
Armstrong, Lori A	Lead Custodian -WCC	Business Office WHOU	Library Lower Level	Portland	(207) 221-4347
Ashkenasy, Ron W	Adjunct Faculty-FPPS	College of Osteopathic Med Family Medicine	Stella Maris Room 235	Biddeford	(207) 602-2450
Askari, Isabella Afsaneh	Internship Coordinator, ENV	College of Osteopathic Med Health Care Center	655 Main Street Room A008	Saco	(207) 602-3508
Atchinson, Cadence H	Public Service Librarian	Library Library	Ketchum Library	Biddeford	(207) 602-2497
Aube, Marguerite J	Assistant Professor, Clinical	Westbrook College of Health Professions Nursing	Blewett Hall Room 213	Portland	(207) 221-4271
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Austin, Brenda J	LTA/Interlibrary Loan Coordina	Library Library	Ketchum Library	Biddeford	(207) 602-2386
Ayer, Nancy I	Cl Assoc Professor-Field Educ	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 405	Portland	(207) 221-4502
Babb, Lori A	Medical Assistant - Saco	College of Osteopathic Med Health Care Center	655 Main Street Rm 132	Saco	(207) 602-3530
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Baker, Cherry A	Nurse Practitioner - HCUC	College of Osteopathic Med Health Care Center	Petts Health Center	Biddeford	(207) 602-2787
Ball, Jeffrey L	Visit Instructor ARTS	College of Arts and Sciences History & Politics	Marcil Hall Room 209	Biddeford	(207) 602-2233

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Ball, Celine C	Staff Asst, COM	Westbrook College of Health Professions Assoc. Dean's Office	Stella Maris Room 226	Biddeford	(207) 602-2527
Barber, Roberta M	Clin Assoc Profess (PHPR), COP	Pharmacy Vice President	Proctor Hall Room 306	Portland	(207) 221-4152
Barrett, Jennifer L.	Residents	College of Osteopathic Med Health Care Center	655 Main St Rm A008	Saco	(207) 602-3508
Bass, Donna C	Laboratory Technician	College of Osteopathic Med Pharmacology	Stella Maris Room 432B	Biddeford	(207) 602-2841
Bates, Bruce P	Professor / Staff Physician	College of Osteopathic Med Family Medicine	Stella Maris Provost Office	Biddeford	(207) 602-2250
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Beatson, Marian C	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
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Beaudoin, Michael F	Professor	College of Arts and Sciences Masters in Education	Decary Hall Room 147	Biddeford	(207) 602-2685
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Beaulieu, Ellen	Assoc Provost Planning/Assesme	Vice President VPAA	Hersey Hall Room 112	Portland	(207) 221-4383
Beaulieu, Sharen L	Associate Director HR	Business and Finance Human Resources	588 Pool Road	Biddeford	(207) 602-2339
Beckett, Brenda	Asst Professor Clinical-MSPA	Westbrook College of Health Professions PA Program	Hersey Hall Room 308	Portland	(207) 221-4440
Bedell, Benjamin R	Housekeeper	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-236
Behme, James K	Simulation and Technology Spec	College Of Osteopathic Med Health Care Center	Petts Center Rm 107	Biddeford	(207) 602-2890
Belanger, Judith A	Assistant Professor ADN	Westbrook College of Health Professions Nursing	Blewett Hall Room 232	Portland	(207) 221-4394
Bell, Reuben P	Staff Physician	College of Osteopathic Med HCGE	1250 Forest Avenue	Portland	(207) 878-9610

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Bell, Allen L	HT Professor, 12 months, ANAT	Westbrook College of Health Professions Anatomy	Stella Maris Room 418	Biddeford	(207) 602-2209
Bellante, Judith C	Director Career Services	Dean of Student Affairs Counseling	Decary Hall Room 119A	Biddeford	(207) 602-2817
Beneck, John J	Half-time faculty, MSPA	Westbrook College of Health Professions PA Program	Hersey Hall Room 324	Portland	(207) 221-4533
Bennett, Elizabeth D	Admin. Assistant to President	President President	Bush Center	Biddeford	(207) 602-2306
Bent, Amanda L	Area Coordinator	Dean of Student Affairs Residential Housing	Featherman Hall Rm 115	Biddeford	(207) 602-2797
Bergeron, Nicole I	Staff Assistant, Nursing	Westbrook College of Health Professions Nursing	Blewett Hall Room 204	Portland	(207) 221-4272
Bernier, Carrie B	Office Manager - Campus Servic	Business and Finance Campus Services	605 Pool Road Rm 132	Biddeford	(207) 602-2239
Bernier, Stacey L	Administrative Assistant - MSE	College of Arts and Sciences Masters in Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Berry, Steven D	MarineScience Ctr Facility Opr	College of Arts and Sciences Marine Science Center	Marine Science Ctr Rm 138	Biddeford	(207) 602-2521
Bertrand, Marcia M	Staff Assist, Geriatrics	College of Osteopathic Med Division of Aging	Stella Maris Provost Front	Biddeford	(207) 602-2511
Beseda, David	Adjunct Faculty-SGY	College of Arts and Sciences Academic Dean	Decary Hall Rm 352	Biddeford	(207) 602-2821
Bickford, Susan A	Adjunct Faculty-Environmental	College of Arts and Sciences Environmental Studies	Decary Hall Rm 224/Lab	Biddeford	(207) 602-2659
Biggs, Douglas K	M&W Soccer Coach/Sched Coord	Dean of Student Affairs Athletics	Campus Center Rm G6	Biddeford	(207) 602-2326
Biggs, Andy J	Coaches	Dean of Student Affairs Athletics	Campus Center Room G7	Biddeford	(207) 602-2607
Bileck, Liddy J	Administrative Assistant	Dean of Student Affairs Counseling Services	Ginn Hall LL Front Desk	Portland	(207) 221-4550
Bilodeau, Leta J	Executive Asst & Admin Coor	Institutional Advancement University Relations	746 Stevens Ave Rm 103	Portland	(207) 221-4373
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Bilsky, Edward J	Associate Professor	Westbrook College of Health Professions Pharmacology	Stella Maris Room 323	Biddeford	(207) 602-2707
Binette, Mary Colleen	Credentials Evaluator	Enrollment Management Registrar	Welcome House Rm 203	Biddeford	(207) 602-2153
Binks, Andrew P	Assistant Professor - DHS	Westbrook College of Health Professions Health Sciences	Proctor Hall Room 207	Portland	(207) 221-4387
Birstler, Caryn T	Occupational Therapist	Westbrook College of Health Professions Occupational Therapy	110 Main Street Suite 1105	Saco	(207) 283-1954
Bisson, Donna S	Asst to Asst VP of Campus Serv	Business and Finance Campus Services	605 Pool Road Rm 125	Biddeford	(207) 602-2262
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Bogue, Carrie L	Office Manager	Dean of Student Affairs Learning Assistance	LAC	Biddeford	(207) 602-2443
Boissonneault, Kevin R	Help Desk Supervisor	User Support Services Information Technology Service	Decary Hall 4th Floor	Biddeford	(207) 602-2770
Boivin, Janet T	Lead Medical Secretary - Saco	College of Osteopathic Med Health Care Center	655 Main Street Room 134	Saco	(207) 602-3558
Bola, William J	Vice President, Campus Svs	Business and Finance Campus Services	605 Pool Road Room 120	Biddeford	(207) 602-2365
Bonnet, Larissa B	Associate Dir of Campus Ctr	Dean of Student Affairs Campus Center	Campus Center Room 104	Biddeford	(207) 602-2548
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Bottomley, George S	Associate Professor-MSPA	Westbrook College of Health Professions MSPA	Hersey Hall Room 312	Portland	(207) 221-4527
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Boucher, Jeanne D	Admin Asst, Financial Aid	Enrollment Management Financial Aid	Petts Center Rm 132	Biddeford	(207) 602-2342

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Boudman, Judith E	Instructor, MSW	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 427	Portland	(207) 221-4513
Bowden, Susan M	Medical Secretary- Saco	College of Osteopathic Med Health Care Center	655 Main St. Rm 139	Saco	(207) 602-3521
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Brewer, John C	Temp, Clin Asso Prof/Grp Facil	College of Osteopathic Med Family Medicine	Curriculum Office	Biddeford	(207) 602-2450
Brewer, Judith C	Financial Aid Specialist	Enrollment Management Financial Aid	Petts Exam Rm 1	Biddeford	(207) 602-2577
Brewster, Shannon L	Housekeeper-WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Brocks, Emily D	Medical Student Services Coord	Dean of Student Affairs Assoc. Dean of Student Affairs	Stella Maris	Biddeford	(207) 602-2362
Brouillette, Elaine C	Admin Asst, ENG HIS	College of Arts and Sciences English	Marcil Hall Room 209	Biddeford	(207) 602-2144
Brown, Suzanne M	Adjunct Faculty-PT	Westbrook College of Health Professions Physical Therapy	Proctor Hall Room 214	Portland	(207) 221-4590
Brown, Anne Christine	Professor	College of Arts and Sciences Biological Sciences	Morgane Hall Rm 106	Biddeford	(207) 602-2462
Brown, William K	Electrician/ HVAC Tech	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 221-4392
Brown, Dick A	Visiting Asst Professor CHEM	College of Arts and Sciences Chemistry	Morgane Hall Rm 206	Biddeford	(207) 602-2608
Brown, Rita J	Clinical Coordinator (COM)	College of Osteopathic Med Assoc. Dean's Office	Stella Maris Room 327	Biddeford	(207) 602-2333
Broyles, India L	Associate Professor	College of Osteopathic Med Dept. of Pediatrics	Stella Maris Rm 238	Biddeford	(207) 602-2694
Bucklin, Rod R	Plumber/HVAC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Buhr, Dick J	Web Editor	Institutional Advancement University Relations	Gregory Hall Room 1	Biddeford	(207) 602-2780
Burgess, Richard P	Grounds Lead	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2467



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Burgess, Steven C	HVAC Tech-WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Burlin, Paul T	Professor, HIS	College of Arts and Sciences History and Politics	Marcil Hall Room 211	Biddeford	(207) 602-2238
Burman, Michael A	Assistant Professor, PSY	College of Arts and Sciences Psychology	Decary Hall Rm 335	Biddeford	(207) 602-2301
Burnham, Cynthia M	Staff Physician/Professor, Ger	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Burns, Andrew C	Auxiliary Services Associate	Business and Finance Mail Services	605 Pool Road	Biddeford	(207) 602-2356
Burt, Stephen T	Visiting Assistant Prof, ARTS	College of Arts and Sciences Academic Dean	Art House Room 202	Biddeford	(207) 602-2193
Bymers, Leah S	Instructor, BIO	College of Arts and Sciences Biological Sciences	Decary Hall Rm 349	Biddeford	(207) 602-2601
Byrd, Steven Eric	Assistant Professor Language	College of Arts and Sciences Languages	Marcil Hall Room 26	Biddeford	(207) 602-2579
Caddigan, Diane P	Accountant I	Business and Finance Business Office	588 Pool Road	Biddeford	(207) 602-2442
Callahan, Dan L	Instuctor, Lab	College of Arts and Sciences Chemistry	Morgane Hall Rm 203	Biddeford	(207) 602-2490
Campbell, Alex I	Associate Professor	College of Arts and Sciences Sociology	Decary Hall Room 319	Biddeford	(207) 602-2765
Campbell, Teresa E	Adminstrative Secretary - ADSA	Dean of Student Affairs Assoc Dean Student Affair	Stella Maris Room 127	Biddeford	(207) 602-2543
Cannan, David John	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Cao, Ling	Assistant Professor MICRO	College of Osteopathic Med Microbiology	Stella Maris Room 406A	Biddeford	(207) 602-2213
Caret, MaryAnn	Admin Asst - Admissions	Enrollment Management Graduate Admissions	Stella Maris Rm 130	Biddeford	(207) 602-2212
Cariddi, Alethea D	Coordinator, Sustainability	Business and Finance Campus Services	Campus Center Room 144	Biddeford	(207) 602-2507
Carlson, Amy Ellyssa	Lab Technician	College of Arts and Sciences Environmental Studies	Decary Hall 224/Lab	Biddeford	(207) 602-2659
Carreiro, Jane E	Associate Professor	College of Osteopathic Med Health Care Center	Alfond Center Room 317	Biddeford	(207) 602-2570

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Carter, Jacque	Provost/ VP for AA	Vice President VPAA	Bush Room 304	Biddeford	(207) 602-2678
Carter, Joseph F	Assistant Professor, Clinical	Westbrook College of Health Professions Nursing	Blewett Hall Room 206	Portland	(207) 221-4458
Cavanaugh, James T	Assistant Professor - PT	Westbrook College of Health Professions Physical Therapy	Proctor Hall Room 214	Portland	(207) 221-4595
Champagne, Roger M	Adjunct Faculty Sociology	College of Arts and Sciences Academic Dean	Decary Hall Rm 352	Biddeford	(207) 602-2821
Chance, Bob S	SSW Admissions Coord	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 417	Portland	(207) 221-4513
Chance, Bill C.	Assoc VP of Institutional Adva	Institutional Advancement University Relations	746 Stevens Ave Rm 103	Portland	(207) 221-4372
Charette, Norma J	Director of Conferences	Business and Finance Conferences	605 Pool Road Room 119	Biddeford	(207) 602-2151
Charette, Norman R	Plumber/HVAC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Chatfield, Robert S	Adjunct Faculty-Management	College of Arts and Sciences Political Science	Decary Hall Rm 315	Biddeford	(207) 602-2829
Chigro-Rogers, Shawna	Director-Advancement/Donor Svs	Institutional Advancement University Relations	1 College Street Rm 302	Portland	(207) 221-4199
Childs, Courtney	Admissions Counselor	Enrollment Management Graduate Admissions	Gregory Hall Room 100	Portland	(207) 221-4432
Church, Susan M	Director Disability Services	Dean of Student Affairs Office of Student Disabilities	Stella Maris Room 128	Biddeford	(207) 602-2815
Clark, Don W	Director Safety/Security	Dean of Student Affairs Security	605 Pool Road Room 144	Biddeford	(207) 602-2274
Clough, Kelly E	Conference Coordinator	Business and Finance Conferences	605 Pool Road Room 122	Biddeford	(207) 602-2137
Clow, Thomas A	Facilities Supervisor	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-2171
Cluff, Marcia A	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Cnaan, Ayala	Visiting Instructor	College of Arts and Sciences Sociology	Stella Maris Rm 420	Biddeford	(207) 602-2427
Cochran, Shane M	Admissions Counselor	Enrollment Management UADM	Petts LL Rm 25	Biddeford	(207) 602-2475

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Coha, Amy L	Associate Professor, Clinical	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 421	Portland	(207) 221-4504
Cohen, Marcia B	Professor	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 404	Portland	(207) 221-4505
Cohen, Sindee J	Disability Services Specialist	Dean of Student Affairs Office of Student Disability	Ginn Hall LL Rm 8	Portland	(207) 221-4418
Cohen Konrad, Shelley	Assistant Professor MSW	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 418	Portland	(207) 221-4501
Collard, Ruth B	Instructor, Clinical	Westbrook College of Health Professions Dental Hygiene	Coleman Hall Room 111	Portland	(207) 221-4317
Collins, Anna Tesmenitsky	Adjunct Faculty Sociology	College of Arts and Sciences Academic Dean	Decary Hall Rm 352	Biddeford	(207) 602-2821
Connelly, Nicole D	Advancement Officer	Institutional Advancement University Relations	Hersey Hall Room 222	Portland	(207) 221-4379
Connor, Megan K	Exec. Assist. to Assoc Provost	Vice President VPAA	Hersey Hall Rm 100	Portland	(207) 221-4122
Conte, Daryl A	Assoc Dean of Stud for Comm Li	Dean of Student Affairs Student Affairs	Decary Hall Room 129	Biddeford	(207) 602-2372
Coplon, Leah	Visiting Associate Profess ADN	Westbrook College of Health Professions Nursing	Blewett Hall Rm 213	Portland	(207) 221-4407
Corriveau, Sheila B	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Corsello, Maryann C	Associate Professor	College of Arts and Sciences Psychology	Decary Hall Room 324	Biddeford	(207) 602-2103
Cote, Gloria J	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Cote, Suzanne S	Medical Secretary - Saco	College of Osteopathic Med Health Care Center	655 Main Street Room 168	Saco	(207) 602-3587
Cote, Donald E	Plumber/HVAC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Cottrell, Damon B	Assistant Professor - Clinical	Westbrook College of Health Professions Nursing	Blewett Rm 223	Portland	(207) 221-4402
Coulson, Cynthia J	Coord of Career Services	Dean of Student Affairs Career and Counseling WCC	Proctor Hall Rm 104	Portland	(207) 221-4237
Couture, Andre R	Temporary Staff COM	College of Osteopathic Med Health Care Center	655 Main St Rm A008	Saco	(207) 602-3508

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Cox, Ann	Assistant Professor	Westbrook College of Health Professions Nursing	Blewett Hall Room 221	Portland	(207) 221-4393
Creutz, Adam C.W.	Medical Secretary Mature Care	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Crocker, Jeffery A	Payroll & HRIS Manager	Business and Finance Business Office	588 Pool Road	Biddeford	(207) 602-2721
Croninger, Ellen Parsons	Staff Assistant, Dean (CAS)	College of Arts and Sciences Academic Dean	Decary Hall Room 126	Biddeford	(207) 602-2271
Croninger, Bill R	Associate Professor	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 312	Portland	(207) 221-4109
Cross, Denise M	Assistant to the Dean (COM)	Westbrook College of Health Professions Academic Dean	Stella Maris Room 224	Biddeford	(207) 602-2340
Cruikshank, Margaret L	Adjunct Faculty PSC	College of Arts and Sciences Political Science	Decary Hall Rm 315	Biddeford	(207) 602-2829
Cuddy, Cheryl A	Staff Assistant, DH	College of Arts and Sciences Masters in Education	Coleman Rm 110	Portland	(207) 221-4277
Custeau, Claire A	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Cyr, Jason Allen	Housekeeper	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-2368
Cyr, Curt R	Associate Professor	Pharmacy Vice President	Proctor Hall Room 303A	Portland	(207) 221-4150
Cyr, Phyllis K	Payroll Information Specialist	Business and Finance Business Office	588 Pool Road Rm 8	Biddeford	(207) 602-2534
Cyr, James F	Coordinator, Mail & Copy - WCC	Business and Finance Mail Room	Proctor Hall	Portland	(207) 221-4540
Dadaleares, Todd S	Operation Mgr/ Simulation Spec	Westbrook College of Health Professions Clinical Simulation Program	Blewett Hall Room 117A	Portland	(207) 221-4555
Dadiego, Melissa	CPE Coordinator	Westbrook College of Health Professions College of Health Professions	Hersey Hall Room 224	Portland	(207) 221-4343
Dadiego, David S	Senior Network Administrator	User Support Services Information Technology Service	Proctor Hall Room 8	Portland	(207) 221-4357
Daley, Michael C	Assistant Professor	College of Arts and Sciences Management	Decary Hall Room 213	Biddeford	(207) 602-2592
D'Alfonso, Sylvana J	Clin Placement Coord MSPA	Westbrook College of Health Professions Masters of Physician Assist.	Hersey Hall Room 313	Portland	(207) 221-4526

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Dallaire, Laurel L	Medical Secretary Petts Center	College of Osteopathic Med Health Care Center	655 Main Street Room 134	Saco	(207) 602-3531
Daly, Frank J	Associate Professor	College of Arts and Sciences Biological Sciences	Morgane Hall Rm 008	Biddeford	(207) 602-2415
Daniello, Alexandra S	Admin Secretary - VPIA	Institutional Advancement University Relations	746 Stevens Ave Rm 305	Portland	(207) 221-4218
Dasana, Param	Sr Programmer/Analyst	User Support Services Information Technology Service	Decary Hall 4th Floor	Biddeford	(207) 602-2777
Daugherty, John D	Development Writing Supervisor	Dean of Student Affairs Learning Assistance	LAC Rm 4	Biddeford	(207) 602-2584
Davidoff, Amy J	Professor	College of Osteopathic Med Pharmacology	Stella Maris Room 308A	Biddeford	(207) 602-2824
Davis, Bonnie	Director of Nursing	Westbrook College of Health Professions Nursing	Blewett Hall Room 224	Portland	(207) 221-4476
Davis, Margaret M	Medical Assistant Petts Center	College of Osteopathic Med Health Care Center	655 Main Street Room 132	Saco	(207) 602-3583
Davis, Tory E.	Assistant Professor MSPA	Westbrook College of Health Professions PA Program	Hersey Hall Room 308	Portland	(207) 221-4552
Day, Lisa L	Admin Asst, Financial Aid	Enrollment Management Financial Aid	Decary Hall Rm 340	Biddeford	(207) 602-2706
Day, Matthew D	Adjunct Faculty, PSY	College of Arts and Sciences Psychology	Blewett Hall Rm 209	Biddeford	(207) 221-4409
DeBrakeleer, Betsy	Clinical Fieldwork Coordinator	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 317	Portland	(207) 602-4110
DeBruin, Daniel Meyers	Enrollment Specialist	Enrollment Management Registrar	Petts LL Room 11	Biddeford	(207) 602-2471
DeBurro, Jennifer I	Director, Resident Edu & Hous	Dean of Student Affairs Student Activities	East Hall Room 1011	Biddeford	(207) 602-2132
DeCarlo-Piccirillo, Susan M	Adjunct Faculty-Nurse Anesth	Westbrook College of Health Professions Nurse Anesthesia	Hersey Hall Room 212	Portland	(207) 221-4518
DeFilipp, Sherri	Communications Assistant	Institutional Advancement Communications	Gregory Hall Room 1	Biddeford	(207) 602-2169
DelPrete, Elisabeth M	Interim Chair/Course Director	College of Osteopathic Med Health Care Center	655 Main St Rm 125	Saco	(207) 283-1407
Deluca, Sandra L	Executive Assistant to VPAA	Vice President VPAA	Bush Room 301	Biddeford	(207) 602-2678

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Depeter, Deborah A	Medical Assistant - Pediatrics	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Deprez, Ronald D	Director, CCPH	College Of Osteopathic Med Center for Health Policy	Linnell Hall	Portland	(207) 221-4563
DeRuzzo, Elaine M	Help Desk Tech I	User Support Services Information Technology Service	Proctor Hall Room 8	Portland	(207) 221-4400
DeSalle, Mary	Nurse Practitioner/Clin Instr	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Deshaias, Rebecca L	Medical Secretary - Pediatrics	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Deveau, Amy Michelle	Associate Professor	College of Arts and Sciences Chemistry	Morgane Hall Rm 014	Biddeford	(207) 602-2813
Devine, Judy A	Medical Assistant	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 602-3544
DeWitt, Deb A	Admin Asst, EDU	College of Arts and Sciences Teacher Education	Decary Hall Room 148	Biddeford	(207) 602-2857
DeWolfe, Elizabeth	Professor	College of Arts and Sciences History & Politics	Marcil Hall Room 206	Biddeford	(207) 602-2322
Donovan, Peter W	Facilities PC Manager	Business and Finance Campus Services	605 Pool Road Room 103B	Biddeford	(207) 221-4392
Donovan, Peg R	Executive Assistant, Dean COP	Vice President Pharmacy	Proctor Hall Room 301	Portland	(207) 221-4500
Dorr, Edward E	Adjunct Faculty-Management	College of Arts and Sciences Political Science	Decary Hall Rm 315	Biddeford	(207) 602-2829
Dorsk, Brian M	Assoc Clin Instr/Group Fac	College of Osteopathic Med Health Care Center	Alfond Center Rm 130	Biddeford	(207) 602-2450
Dow Donovan, Nicole Marie	Medical Assistant	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 602-3552
Drinkwater, Paula M	Administrative Assistant	Dean, College of Osteopathic Basic Science	Stella Maris Room 332	Biddeford	(207) 602-2446
Drown, Helen M	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Dubois, Phiangchay C	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
DuDevoir, Deborah S	Instructor	College of Arts and Sciences Biological Sciences	Decary Hall Room 213	Biddeford	(207) 602-2325

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Duff, Brian R	Assistant Professor	College of Arts and Sciences Political Science	Marcil Hall Room 209	Biddeford	(207) 602-2535
Duffy, Kelley J	Sr Fitness Specialist	College of Osteopathic Med Family Medicine	Stella Maris Room 432B	Biddeford	(207) 602-2199
Dufour, Lisa A	Professor	Westbrook College of Health Professions Dental Hygiene	Hersey Hall Room 321	Portland	(207) 221-4313
Dunbar, Lisa Marie	Medical Secretary Petts Center	College of Osteopathic Med Health Care Center	655 Main Street Rm 134	Saco	(207) 602-3539
Dunbar, Dawne-Marie S	Assistant Professor BSN	Westbrook College of Health Professions Nursing	Blewett Hall Room 227	Portland	(207) 221-4456
Dunfey, Eileen F	Clin Inst/Clin Hlth&Safety Off	Westbrook College of Health Professions Dental Hygiene	Coleman Hall Room 102	Portland	(207) 221-4319
Dunfey, Theo S	Adjunct Faculty Sociology	College of Arts and Sciences Sociology	Decary Hall Rm 352	Biddeford	(207) 602-2821
Duquette, Robert J	Adjunct Faculty ARTS	College of Arts and Sciences Fine Arts and Sciences	Decary Hall	Biddeford	(207) 602-2612
Durette, Cathy S	Interim Registrar	Enrollment Management Registrar	Petts Center LL Room 10	Biddeford	(207) 602-2373
Durgin, Tristan C	Temp, Asst Sp Inf Dir, Eq Room	Dean of Student Affairs Athletics	Campus Center Rm 105	Biddeford	(207) 602-2784
Dutil, Timothy L	User Support Services Tech	User Support Services Information Technology Service	Proctor Hall Room 8	Portland	(207) 602-2859
Dutta, Kaushik	Instructor	College of Arts and Sciences Biological Sciences	Proctor Hall Room 204	Portland	(207) 221-4287
Dyer, Elizabeth J	Public Serv. Librarian	Library Library	WCC Library	Portland	(207) 221-4333
Dzieweczynski, Teresa L	Assistant Professor	College of Arts and Sciences Psychology	Decary Hall Room 327	Biddeford	(207) 602-2578
Eckert, Sharon K	Director Technical Services	Library Library	Ketchum Library	Biddeford	(207) 602-2364
Edwards, Garrett B	Assistant Professor OMM	College of Osteopathic Med Health Care Center	655 Main St Rm A006	Biddeford	(207) 602-3551
Edwards, Steven R	Residents	College of Osteopathic Med Health Care Center	655 Main St Rm A006	Biddeford	(207) 602-3551
Eling, Ryan H	Media Specialist	User Support Services Information Technology Service	Proctor Hall Room 8	Portland	(207) 221-4441

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Ellice, Katrina S	Medical Assistant - Pediatrics	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Ellingsworth, John R	e-Learning Systems Mgr	User Support Services Media	Decary Hall	Biddeford	(207) 602-2221
Ellis, Laurel T	Visiting Instructor EDU	College of Arts and Sciences Department of Education	Decary Hall Rm 137	Biddeford	(207) 602-2242
Enking, Patrick J	Assistant Professor, Clinical	Westbrook College of Health Professions PA Program	Hersey Hall Room 309	Portland	(207) 221-4524
Eppler, Douglas R	Laboratory Assistant (CHEM)	College of Arts and Sciences Chemistry	Morgane Hall Rm 207	Biddeford	(207) 602-2268
Ewing, Anthony J	Head Women's BB Coach	Dean of Student Affairs Athletics	Campus Center Room G5	Biddeford	(207) 602-2616
Faulkner, Crystal M	Enrollment Specialist	Enrollment Management Registrar	Hersey Hall Room 119	Portland	(207) 221-4217
Fecteau, Kathy A	Staff RN/Immunization Coord	College of Osteopathic Med Health Care Center	Ginn Hall	Portland	(207) 221-4242
Ferrill, Heather P	Staff Physician / Assist Prof	College of Osteopathic Med Health Care Center	Alfond Center Room 313	Biddeford	(207) 602-2898
Ferrin, Robert E	Carpenter/Painter	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Feurt, Christine Baumann	Instructor ENV, 9-10 month H/T	College of Arts and Sciences Environmental Studies	Decary Hall Room 213	Biddeford	(207) 602-2834
Fifield, Claudette T	Housekeeper - UC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Fillyaw, Michael	Associate Professor	College of Arts and Sciences Physical Therapy	Proctor Hall Room 212	Portland	(207) 221-4592
Finley, Sharon A	Auxiliary Services Associates	Business and Finance Mailroom	605 Pool Road	Biddeford	(207) 602-2341
Flaherty, Christine	Director, Financial Accounting	Business and Finance Business Office	588 Pool Road	Biddeford	(207) 602-2160
Flint, Jennifer L	Staff Assistant, Dean (COM)	Westbrook College of Health Professions Dean, Coll. of Osteopathic Med	Stella Maris Room 208A	Biddeford	(207) 602-2194
Flint, Rachel M	Develop Math Specialist - HT	Dean of Student Affairs Learning Assistance	LAC Rm 12	Biddeford	(207) 602-2407
Foley, Sean M	Carpenter/Painter	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368



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Ford, Charles W	Professor	Westbrook College of Health Professions Nursing	Blewett Hall Room 223	Portland	(207) 221-4437
Ford, Timothy E	VP Research & Dean Grad Stud.	President Vice President	Pickus Hall Room 105	Biddeford	(207) 602-2334
Fortier, Bethany Ann	Project Director Healthy Maine	College of Osteopathic Med Health Care Center	655 Main Street Room A004	Saco	(207) 602-3555
Foster, Diane L	Senior Accounts Receivable Clk	Business and Finance Business Office	Decary Hall Rm 118	Biddeford	(207) 602-2357
Foster, Mark J	Electrician/ HVAC Tech	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 221-4392
Fox, Jeri L	Associate Professor	College of Arts and Sciences Biological Sciences	Morgane Hall Rm 013	Biddeford	(207) 602-2876
Francoeur, Ted H	Security Officer II	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2900
Frank, Cathrine O	Assistant Professor	College of Arts and Sciences English	Marcil Hall Room 109	Biddeford	(207) 602-2709
Fraser, Sheilalee A	Occupational Therapist	Westbrook College of Health Professions Occupational Therapy	Decary Hall Room 308	Biddeford	(207) 283-1954
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Frederick, Carrie L	Clin Associate Professor MSNA	Westbrook College of Health Professions Nurse Anesthesia	Hersey Hall Room 217	Portland	(207) 221-4262
Frenette, Benoit R	Master Carpenter - WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Friar, Margaret S	Visiting Instructor, BIO	College of Arts and Sciences Biological Sciences	Decary Hall Rm 351	Biddeford	(207) 602-2712
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Frost, Susan M	Hd Wms LAC/Champs LS Coord	Dean of Student Affairs Athletics	Campus Center G3	Biddeford	(207) 602-2907
Gadd, Meredith P	Admissions Counselor	Enrollment Management Admissions	Petts Center LL Rm 26	Biddeford	(207) 602-2101
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<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Gagnon, Susan J P	Staff Assistant	Westbrook College of Health Professions Assoc. Dean Clinical Affairs	Stella Maris Room 231	Biddeford	(207) 602-2348
Gagnon, Heather Rae	Medical Assistant - Saco	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 602-3580
Galardo, Frank J	Manager, Auxiliary Services	Business and Finance Mailroom	605 Pool Road	Biddeford	(207) 602-2567
Ganter, Geoffrey K	Associate Professor	College of Arts and Sciences Biological Sciences	Morgane Hall Rm 104	Biddeford	(207) 602-2126
Garnett, Elizabeth K	Nurse Practitioner AH w/ ADben	College of Osteopathic Med Mature Care	295 Forest Avenue	Portland	(207) 283-1407
Garrett, Julia M	Assistant Professor ENG	College of Arts and Sciences English	Marcil Hall Room 115	Biddeford	(207) 602-2226
Garvey, Kilian J	Assistant Professor	College of Arts and Sciences Psychology	Decary Hall Room 328	Biddeford	(207) 602-2162
Gaspar, Donna E	Dir. Multicultural Affairs	Dean of Student Affairs Multicultural Services	Decary Hall Room 48	Biddeford	(207) 602-2461
Gato, Stacy Peaslee	Director Grad Admissions	Enrollment Management Graduate Admissions	Hersey Hall Room 108	Portland	(207) 221-4208
Gaumont, Arthur Ronald	Adjunct Faculty-Math/Cmpter	College of Arts and Sciences Math and Computer Science	Marcil Hall Room 208	Biddeford	(207) 602-2509
Gavin, Rick J	Director of Facilities Mgt	Business and Finance Campus Services	605 Pool Road Room 118	Biddeford	(207) 602-2367
Gebhart, Laura R	Assoc Director Info Resurce	Institutional Advancement University Relations	746 Stevens Ave Rm 206	Portland	(207) 221-4374
Gefvert, Sue E	Billing & Coding Spec - Saco	Westbrook College of Health Professions Administration	655 Main Street Rm A009	Saco	(207) 602-3543
Gendreau, Joni M	Medical Assistant Petts Center	College of Osteopathic Med Health Care Center	655 Main Street Rm A008	Saco	(207) 602-3569
Gendron, Denise C	Staff Asst, Dean, CAS	College of Arts and Sciences Academic Dean	Decary Hall Room 126	Biddeford	(207) 602-2371
Genest, Patti	Financial Aid Specialist	Enrollment Management Financial Aid	Decary Hall Rm 341	Biddeford	(207) 602-2458
Gere, Nick D	Director of Research Admin	Vice President Office of Sponsored Programs	Admissions Room 003	Biddeford	(207) 602-2011
Giles, Lisa M	Adjunct Faculty ENG	College of Arts and Sciences English	Marcil Hall Room 209	Biddeford	(207) 602-2144

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Gill, Shaun M	MSC Laboratory Coordinator	College of Arts and Sciences Marine Science	MSC Room 204	Biddeford	(207) 602-2671
Gionest, Anne T	Site Supervisor	College of Osteopathic Med Health Care Center	655 Main Street Rm 144	Saco	(207) 602-3527
Giuvellis, Denise N	Senior Research Associate	College of Osteopathic Med Pharmacology	Stella Maris Rm 304	Biddeford	(207) 602-2888
Glacy, Penny Clum	Instructor CHEM	College of Arts and Sciences Chemistry	Morgane Hall Rm 017	Biddeford	(207) 602-2267
Gnecco, Don	Adjunct Faculty-Education	College of Arts and Sciences Teacher Education	Decary Hall Room 151	Biddeford	(207) 602-2901
Gobeil, Peg M	Office Manager, Athletics	Dean of Student Affairs Athletics	Campus Center Rm 100	Biddeford	(207) 602-2499
Goldbas, Stephen R	Staff Physician / Preceptor	College of Osteopathic Med Health Care Center	655 Main St. Front Desk	Saco	(207) 602-3522
Goldstein, Arthur G	Dean of CAS	College of Arts and Sciences Academic Dean	Decary Hall Room 126	Biddeford	(207) 602-2371
Golub, Andrew J	Dean of Library Services	Library Library	Ketchum Library	Biddeford	(207) 602-2319
Gorham, Sarah R	Assistant Professor, HT	College of Arts and Sciences Fine Arts and Sciences	Gregory Annex Room 25	Biddeford	(207) 602-2613
Gosbee, Suzanne R	Adjunct Faculty LAC	College of Arts and Sciences Math	Decary hall Rm 303	Biddeford	(207) 602-2786
Gosselin, Linda P	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Gouldsbrough, Lisa A	Staff Physician, Pediatrics	College of Osteopathic Med Health Care Center	Stella Maris Rm 235	Biddeford	(207) 602-2693
Goulet, Micheline F	Housekeeper	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-2368
Goulet, LaRee	Admin Asst, Clinical Affairs	Westbrook College of Health Professions Assoc. Dean's Office	Stella Maris Room 318	Biddeford	(207) 602-2309
Goulet, Nancy S	Medical Secretary, Alford	College of Osteopathic Med Health Care Center	Alford Center Room 313	Biddeford	(207) 602-2898
Graffam, Diana J	Medical Secretary - Saco	College of Osteopathic Med Health Care Center	655 Main Street Rm A008	Saco	(207) 602-3542
Graffius, Courtney A	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683

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Grandbois, Mona B	Credentials Evaluator	Enrollment Management Registrar	Petts Center Lower Level	Biddeford	(207) 602-2675
Gray, Betsey A	Associate Professor, Clinical	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 423	Portland	(207) 221-4508
Gray, Susan	Associate Professor	College of Arts and Sciences Math and Computer Science	Decary Hall Room 302A	Biddeford	(207) 602-2248
Gray, Roberta (Bobby) C	Public Services Librarian	Library Library	Abplanalp Library	Portland	(207) 221-4323
Graybeal, Clay T	Associate Dean, CHP	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 227	Portland	(207) 221-4509
Griffin, Rachelle M	International Credentials Eval	Enrollment Management Registrar	Hersey Hall	Portland	(207) 221-4245
Grimm, David R	Instructor BIO	College of Arts and Sciences Biological Sciences	Morgane Room 009	Biddeford	(207) 602-2716
Grindell, Amy F	Admin Asst, PA Program	Westbrook College of Health Professions Physician Assistant Program	Hersey Hall Rm 311	Portland	(207) 221-4529
Grumbling, Megan K	Devel Writing Specialist - HT	College of Arts and Sciences Learning Assistance	LAC Room 10	Biddeford	(207) 602-2586
Grumbling, Owen	Professor	College of Arts and Sciences Environmental Studies	Decary Hall Room 213D	Biddeford	(207) 602-2245
Guay, David A	Instructor EDU	College of Arts and Sciences Biological Sciences	Decary Hall Rm 353	Biddeford	(207) 602-2188
Gugliucci, Marilyn	Director, Geriatric EDU/RESCH	College of Osteopathic Med Health Care Center	Stella Maris Annex Rm 236	Biddeford	(207) 602-2453
Guillerault, Mary E	Medical Secretary - Pediatrics	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Gup-Mathews, Audrey R	Dir, Cont Edu & Sum Sch Prog	College of Arts and Sciences Continuing Education	Decary Hall Room 125A	Biddeford	(207) 602-2802
Gurley, Cally B	Curator MWWC/Asst to Healy Cha	Library Maine Women Writers	Abplanalp Library	Portland	(207) 221-4324
Gustafson, Meta H	Adjunct Faculty, PSY	College of Arts and Sciences Psychology	Decary Hall Rm 352	Biddeford	(207) 602-2821
Haas, Barbara A	Associate Professor	Westbrook College of Health Professions Nursing	Blewett Hall Room 230	Portland	(207) 221-4311
Haase, Elisabeth D	Env Health & Safety Offi	Business and Finance Campus Services	605 Pool Road Rm 127	Biddeford	(207) 602-2488

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Habraken, Joe William	Associate Professor & Chair	College of Arts and Sciences Management	Decary Hall Room 076B	Biddeford	(207) 602-2781
Hager, Jennifer L	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Hagerman, Catherine P	Clinical Asst Prof MSNA	Westbrook College of Health Professions Masters of Nurse Anesthesia	Hersey Hall Room 215	Portland	(207) 221-4546
Hahn, Marc B	Dean, COM	College of Osteopathic Med Dean of Osteopathic Med	Stella Maris Rm 218	Biddeford	(207) 602-2460
Haile, Amy N	Director, Alumni Advancement	Institutional Advancement University Relations	746 Stevens Ave Rm 304	Portland	(207) 221-4228
Handler, Jeff B	Associate Professor, Clinical	Westbrook College of Health Professions PA Program	Hersey Hall Room 315	Portland	(207) 221-4530
Handy, Ray A	Assistant Dean of Students WCC	Dean of Student Affairs Asst. Dean of Students	Proctor Hall Rm 105	Portland	(207) 221-4213
Harmer-Beem, Marji J	Associate Professor	Westbrook College of Health Professions Dental Hygiene	Coleman Hall	Portland	(207) 221-4315
Harnois, John J	Supervisor of Housekeeping	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-2476
Hartman, Steve	Professor	College of Osteopathic Med Anatomy	Stella Maris Hall Rm 327	Biddeford	(207) 602-2431
Harvie, Peter D	Visiting Instructor - ENV	College of Arts and Sciences Environmental Studies	Decary Hall Rm 213A2	Biddeford	(207) 602-2732
Hassan, Mohamed A	Housekeeper - WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Hatch, Kimberly A	Admin Asst, Facilities	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Hatfield, Michael J	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Hatzenbuehler, Stephanie	Social Worker	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 602-3519
Havu, Liz M	Office Mgr, Campus Center	Dean of Student Affairs Campus Center	Campus Center Room 100	Biddeford	(207) 602-2346
Hawke, Katie J	Instructor MAN	College of Arts and Sciences Exercise and Sport Performance	Decary Hall Room 315	Biddeford	(207) 602-2295
Haywood, Holly	Dir. of Academic Support	User Support Services Information Technology Service	Decary Hall Room 44	Biddeford	(207) 602-2434

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Hazard, Barbara J	Vice President Student Affairs	Dean of Student Affairs Student Affairs	Decary Hall Room 129	Biddeford	(207) 602-2372
Hazelton, Eric L.G.	Visiting Instructor, BIO	College of Arts and Sciences Biology	Marcil Room 310	Biddeford	(207) 602-2764
Heasley, Carolyn C	Temporary Staff Art Gallery	College of Arts and Sciences Art Gallery	Art Gallery	Portland	(207) 221-4499
Hebert, Ronald R	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Hebert, Charlene R	Office Manager Dental Hygiene	Westbrook College of Health Professions Dental Hygiene	Coleman Hall Room 110	Portland	(207) 221-4278
Hedstrom, Ryan D	Visiting Instructor MCS	College of Arts and Sciences Math and Computer Science	Decary Hall Room 301	Biddeford	(207) 602-2508
Heeley, Peter	Assoc Director Admissions	Enrollment Management Undergraduate Admissions	Welcome House Rm 201	Biddeford	(207) 602-2385
Hennessey, Priscilla B	Clinical Asst Professor BSN	Westbrook College of Health Professions Nursing	Blewett Hall Room 214	Portland	(207) 221-4485
Henson, Vicki I	Triage Nurse - Pediatrics	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Heredia, Miguel A	Housekeeper - WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Herrick, Peter B	Assist Dir. Sponsored Programs	Vice President Office of Sponsor Programs	Pickus Hall Room 109	Biddeford	(207) 602-2258
Hibben, Mark R	Adjunct Faculty PSC	College of Arts and Sciences Political Science	Decary Hall Rm 315	Biddeford	(207) 602-2829
Hicks, John S	Vehicle/Equip Mech	Business and Finance MTRP	605 Pool Road Garage	Biddeford	(207) 602-2436
Hillman, Susan J	Associate Professor	College of Arts and Sciences Teacher Education	Decary Hall Room 151	Biddeford	(207) 602-2228
Holman, Grania G	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Holmstrom, Jeffrey J	Medical Dir/Physician/Assoc Pr	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 602-3523
Holt, Bradley G	Head Men's Ice Hockey Coach	Dean of Student Affairs Athletics	Campus Center	Biddeford	(207) 602-2663
Holt, Pat M	Nurse Practitioner, Geriatrics	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 602-6029

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Hooper, Kristina M	Accounting Clerk I	Business and Finance Business Office	Petts Lower Level Rm 3A	Biddeford	(207) 602-2425
Horvat, Andrew	Mgr Media Infrastructure	User Support Services Information Technology Service	Decary Hall Room 407	Biddeford	(207) 602-2664
Houde, Al E	Assoc Director Infrastructure	User Support Services Information Technology Service	Decary Hall 4th Floor	Biddeford	(207) 602-2279
Howard, Joan M	Head FH Coach/Equipt Room Mgr	Dean of Students Affairs Athletics	Campus Center Room G3	Biddeford	(207) 602-2629
Hunt, Jonathan S	Coach, Head Men's Lacrosse	Dean of Student Affairs Athletics	Campus Center Rm 14	Biddeford	(207) 602-2418
Huntington, Irene T	Admin Asst, Curriculum	College of Osteopathic Med Curriculum Affairs	Alfond Center Rm 130	Biddeford	(207) 602-2313
Hussey, Sandra J	Lead Custodian	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Hutchins, Sarah B	Administrative Assistant	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 320	Portland	(207) 221-4101
Hutchins, Dana G	Assist Lead Setups	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Hutchinson, Jennifer M	Office Manager & Admin Coord.	Vice President OSP	Pickus Room 107	Biddeford	(207) 602-2244
Iannetta, Joshua J	Physician, OMM	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 772-7417
Ingalls, Kyoko M	Administrative Assistant, IA	Institutional Advancement University Relations	746 Stevens Ave Rm 208	Portland	(207) 221-4331
Ingraham, Leslie A	Director - Cont Med Ed	College of Osteopathic Med Continuing Medical Education	Stella Maris Room 317	Biddeford	(207) 602-2125
Innes, Jeanne L	Administrative Assistant, GADM	Enrollment Management Graduate Admin Services	Hersey Hall 108	Portland	(207) 221-4241
Ivanik, Pavel B	Housekeeper	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-236
Jacobs, Joshua J	Maintenance Tech I	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-2368
Jandreau, Neal A	Web Tech Manager	Institutional Advancement University Relations	588 Pool Road	Biddeford	(207) 602-2296
Jenness, Gary S	Groundskeeper II	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368

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Jerome, Mary O'Neil	Admin Asst Peds Grant	College of Osteopathic Med Pediatrics	Stella Maris Room 218	Biddeford	(207) 602-2485
Johnson, Cali	Coordinator Counseling Service	Dean of Student Affairs Counseling	Proctor Hall Room 320	Portland	(207) 221-4233
Johnson, David W	Chief Information Officer	User Support Services Information Technology Service	Decary Hall Room 407	Biddeford	(207) 602-2652
Johnson, David W	Associate Professor	Westbrook College of Health Professions Physiology	Stella Maris Room 432	Biddeford	(207) 602-2403
Johnson, Suanne M	Administrative Assistant	Dean of Student Affairs Student Affairs	Decary Hall Room 129	Biddeford	(207) 602-2372
Johnson, Kenneth	Associate Dean, Grad Edu& Plan	Westbrook College of Health Professions Assoc. Dean's Office	Stella Maris Room 230	Biddeford	(207) 602-2563
Johnson, Natalie Anne	Admissions Counselor	Enrollment Management Undergrad Admin	Petts LL Room 24	Biddeford	(207) 602-2902
Johnston, Loren F	Adjunct Faculty-Sgy	College of Arts and Sciences Sociology Department	Decary Hall Rm 352	Biddeford	(207) 602-2821
Jones, Audrey P	Dispatcher/Security Officer	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2298
Jost, Jennifer A	Postdoctoral Fellow	College of Arts and Sciences Marine Science Center	Marine Science Ctr Rm 212	Biddeford	(207) 602-251
Kay, Douglas H	Dean, College of Pharmacy	Pharmacy Vice President	Proctor Hall Room 302	Portland	(207) 221-4366
Kearsley, Greg P	Director, Online Grad Program	College of Arts and Sciences MSE	Decary Hall Room 149	Biddeford	(207) 602-2681
Keefe, Marcia J	Medical Secretary- Saco	College of Osteopathic Med Health Care Center	655 Main Street Rm 134	Saco	(207) 602-3590
Keenan, Kasey C	Crd Acad suprt/Asst Men Baskt	Dean of Student Affairs Athletics	Campus Center Rm G7	Biddeford	(207) 602-2555
Keirstead, Amy E	Assistant Professor CHEM	College of Arts and Sciences Health Care Center	Morgane Hall Rm 010	Biddeford	(207) 602-2264
Keiski, Lisa Kathryn	Staff Physician/Professor, Ger	College of Osteopathic Med Mature Care	1250 Forest Avenue	Portland	(207) 878-9610
Kelley, Pat A	Assoc Dean of Recruit, Student	Dean of Student Affairs Student Affairs	Stella Maris Rm 123	Biddeford	(207) 602-2329
Kenerson, Kevin R	Residents	College of Osteopathic Med Health Care Center	655 Main Street Rm A006	Biddeford	(207) 602-3551



<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Kenney, Michael E	Electrician	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Kenyon, Bethany B	Library Technical Asst	Library Library	Abplanalo Library	Portland	(207) 221-4325
Keough, Shawn M	Assistant Professor MAN	College of Arts and Sciences Management	Decary Hall Room 067B	Biddeford	(207) 602-2603
Kiernan, Nancy A	Dir. of Clinical Operations	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 602-3505
Kimball, Judy G	Professor	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 316	Portland	(207) 221-4108
Kinne, Timothy A	Dir. Financial Report/Analysis	Business and Finance Business Office	588 Pool Road	Biddeford	(207) 602-2328
Knapp, Bob J	Adjunct Faculty, PSY	College of Arts and Sciences Academic Dean	Decary Hall Rm 352	Biddeford	(207) 602-2821
Knowles, Harley G	VP Institutional Advancement	Institutional Advancement University Relations	746 Stevens Ave. Rm 102	Portland	(207) 221-4378
Knox, Brian J	Area Coordinator	Dean of Student Affairs Resident Assistant	Featherman Hall Rm 116	Biddeford	(207) 602-2680
Koester, David	Professor	Westbrook College of Health Professions Anatomy	Alfond Center 232	Biddeford	(207) 602-2207
Kolonoski, David E	Visiting Instructor MCS	College of Arts and Sciences Math and Computer Science	Decary Hall Room 301	Biddeford	(207) 602-2609
Kopack, Lynn V	Administrative Assistant	Vice President DPHA/Pharmacy	Proctor Hall Room 304	Portland	(207) 221-4153
Krause, Laura E	Associate Professor, Clinical	Westbrook College of Health Professions Dental Hygiene	Coleman Hall	Portland	(207) 221-4470
Krebs, Jim R	Director, Experiential Program	Pharmacy Pharmacy Experimental Prg	Proctor Hall Rm 304	Portland	(207) 221-4515
Kuzia, Frank J	Housekeeper-WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Labbe, Lin D	Lead Custodian	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Labbe, Diane L	Coordinator, GPPH	College of Osteopathic Med Graduate Program Public Health	Linnell Hall Rm 213	Biddeford	(207) 221-4463
Labranche, Alice J	Nursing Team Leader - Petts Ce	College of Osteopathic Med Health Care Center	655 Main Street Rm A008	Saco	(207) 602-3564

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Labrecque, Cheryl A	Admin Assist	College of Arts and Sciences Environmental Studies	Decary Hall Room 213A	Biddeford	(207) 602-2626
Ladd, Megan J	Fitness Promotion Specialist	Dean of Student Affairs Fitness Program	Campus Center Rm 2	Biddeford	(207) 602-2785
Lamarre, Wayne R.	Associate Professor	College of Arts and Sciences Exercise and Sport Performance	Decary Hall Annex	Biddeford	(207) 602-2412
Lambert, Lisa G	Admin Assist, Nursing-ADN	Westbrook College of Health Professions Nursing	Blewett Hall Room 204	Portland	(207) 221-4490
Lamirande, Cathy T	Staff Assistant OMM	College of Osteopathic Med Residency	Alfond Room 325	Saco	(207) 602-2775
Lamontagne, Janice L	Dir. of University Budgeting	Business and Finance Business Office	588 Pool Road Rm 1	Biddeford	(207) 602-2312
Lamontagne, Linda A	Lead Custodian 3rd Shift	Business and Finance Campus Services	605 Pool Street Lobby	Biddeford	(207) 602-2368
Lane, Rob M	Lead HCAV Technician	Business and Finance University Maintenance Service	605 Pool Street Rm 111A	Biddeford	(207) 602-2263
Lane, Lisa	Asst Dir/Medical/Grad Programs	Enrollment Management Graduate Admissions	Stella Maris Rm 130	Biddeford	(207) 602-2218
Langevin, John R	Assistant Dean/Student Support	Dean of Student Affairs Counseling	Decary Hall Room 109	Biddeford	(207) 602-2549
Larned, Sandy Jean	Coord, Ctr International Edu	Westbrook College of Health Professions Continuing Education	Decary Hall Room 052	Biddeford	(207) 602-2585
LaRue, Richard J	Professor	College of Arts and Sciences Exercise & Sport Performance	Decary Hall Room 313	Biddeford	(207) 602-2605
Laverriere, Gary R	UNIX Syst Oracle DB Adm/Analys	User Support Services Information Technology Service	Decary Hall 4th Floor	Biddeford	(207) 602-2300
Laverriere, Diane	Administrative Assistant - OSD	Dean of Student Affairs OSD	Stella Maris Room 128	Biddeford	(207) 602-2119
Laverriere, Patricia A.	Medical Secretary Petts Center	College of Osteopathic Med Health Care Center	655 Main Street Rm 139	Saco	(207) 602-3538
Laverriere, Donna Marie	User Support Services Mgr	User Support Services Information Technology Service	Decary Hall Rm 405A	Biddeford	(207) 602-2667
Lavigne, Monique P	Payroll Clerk	Business and Finance Business Office	588 Pool Road Rm 8	Biddeford	(207) 602-2343
Lavigne, Suzanne O	ITS Billing/Telecom Specialist	User Support Services Information Technology Service	Decary Hall Rm 405	Biddeford	(207) 602-2669

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Leach, Tom C	Professor	College of Arts and Sciences Management	Decary Hall Room 076A	Biddeford	(207) 602-2565
LeClair, Renee J	Assistant Professor BION	College of Osteopathic Med Pharmacology	Stella Maris Rm 208A	Biddeford	(207) 602-2512
Leclerc, Sarah A	Switchboard Operators	User Support Services Information Technology Service	Decary Hall Room 48	Biddeford	(207) 602-2003
Leclerc, Dan	Enrollment Specialist	Enrollment Management Registrar	Petts Center Lower Level	Biddeford	(207) 602-2320
Ledoux, Greg G	Groundskeeper-WCC	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Lefebvre, Janet M	Administrative Assistant	Westbrook College of Health Professions Dental Hygiene	Coleman Hall Rm 111	Portland	(207) 221-4471
Lefebvre, Andre A	Collections Coordinator, HT	Business and Finance Business Office	1 College Street	Portland	(207) 221-4305
Leighton, Dennis	Associate Professor	College of Arts and Sciences Physical Therapy	Proctor Hall Room 208	Portland	(207) 221-4594
Leitch, Douglas C	Senior Advancement Officer	University Relations Institutional Advancement	746 Stevens Ave Rm 303	Portland	(207) 221-4915
Leland, Joyce E	Medical Secretary - Pediatrics	College of Osteopathic Med Health Care Center	655 Main Street Rm 168	Saco	(207) 602-3548
Leng, Kymberli H	Medical Secretary - Pediatrics	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Letellier, Tonia A	Admin Assist	College of Arts and Sciences Exercise and Sport Performance	Decary Hall Room 334	Biddeford	(207) 602-2483
L'Heureux, Karol Anne	Hd Wms VB Coach/Club Spt Coord	Dean of Student Affairs Athletics	Campus Center Room 105	Biddeford	(207) 602-2376
Libby, Elizabeth M	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Lippmann, Amy L	Assistant Professor, Clinical	Westbrook College of Health Professions Nursing	Blewett Hall Room 221	Portland	(207) 221-4597
Lippolis, Elena	Admin Asst, Nurse Anesthesia	Westbrook College of Health Professions Master of Nurse Anesthesia	Hersey Hall Room 211	Portland	(207) 221-4516
List, Henrietta E	Program Mgr NSF GK-12 Grant	College of Arts and Sciences NASA Grant	Marine Science Center	Biddeford	(207) 602-2748
Locke, Cindy A	Human Resources Generalist	Business and Finance Human Resources	588 Pool Road	Biddeford	(207) 602-2394

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Long, Gregory	Visiting Assistant Prof MAT	College of Arts and Sciences Math and Computer Science	Decary Hall Room 303	Biddeford	(207) 602-2380
Longoria, Roxanne H	Multicultural Affairs Coord	Dean of Student Affairs Multicultural GLBTQ	Decary Hall Rm 48	Biddeford	(208) 602-2826
Louie, Mary E	Staff Assistant	College of Osteopathic Med Center for Health Policy	Linnell Hall Rm 203	Portland	(207) 221-4561
Loukas, Kate M	Assistant Professor, Clinical	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 314	Portland	(207) 221-4103
Louko, Tammy J	Assist Dir of HR - WCC	Business and Finance Human Resources	Proctor Hall Room 303	Portland	(207) 221-4256
Lucas, Karen E	Dean for Enrollment Mgmt	Enrollment Management Admissions	Welcome Cottage 2nd Floor	Biddeford	(207) 602-2240
Lufkin, Kathryn J	Medical Transcriptionist Petts	Westbrook College of Health Professions Health Care Center	Petts Health Center	Biddeford	(207) 602-3565
Lussier, Jennifer R.	Instructor, Lab	College of Arts and Sciences Biological Sciences	Decary Hall Room 331	Biddeford	(207) 602-2537
Lynch, Douglas J	Professor, EDU	College of Arts and Sciences Teacher Education	Decary Hall Room 148A	Biddeford	(207) 602-2656
MacLehose, Stew C	Director of Library Systems	Library Library	Ketchum Library	Biddeford	(207) 221-4535
MacLeod, Carol H	Assistant Professor BSN	Westbrook College of Health Professions Nursing	Blewett Hall Room 222	Portland	(207) 221-4473
MacRae, Nancy	Associate Professor, OT	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 315	Portland	(207) 221-4106
Madigan, Tracey S	Advising Coordinator	College of Arts and Sciences Biological Sciences	Decary Hall Room 115	Biddeford	(207) 221-2288
Magaw, Skip C	Asst Dir of Safety & Security	Dean of Student Affairs Security	605 Pool Road Rm 147	Biddeford	(207) 602-2150
Majid, Anouar	Professor	College of Arts and Sciences English	Marcil Hall Room 116	Biddeford	(207) 602-2614
Malmquist, Linda M	Nurse Practitioner, HCGE	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Malon, Jennifer T	Laboratory Coordinator	College Of Osteopathic Med MicroBiology	Stella Maris Room 203	Biddeford	(207) 602-2517
Manyan, David R	Assoc Dean/COM Basic Science	Westbrook College of Health Professions Basic Science	Stella Maris Room 331	Biddeford	(207) 602-2336

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Marchildon, Scott R	Asst VP of Institutional Advan	Institutional Advancement University Relations	746 Stevens Ave Rm 201	Portland	(207) 221-4230
Marcotte, Carolyn M	Adjunct Faculty-MSED	College of Arts and Sciences Masters in Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Marks, Gay C	NEOHC Archivist, HT	Westbrook College of Health Professions COM Grants/Contracts	Stella Maris Rm 120	Biddeford	(207) 602-2131
Marley, Anne L	Adjunct Faculty-MSED	College of Arts and Sciences Teacher Education	Decary Hall Room 137	Biddeford	(207) 602-2242
Martin, Alanna R	Visiting Instructor MAN	College of Arts and Sciences Exercise and Sport Performance	Decary Hall Room 315	Biddeford	(207) 602-2530
Martin, Sandy M V	Admin Assistant, SA	Dean of Student Affairs Career & Counseling	Proctor Hall Room 102	Portland	(207) 221-4247
Mason, Trisha A	Director of Center for Intl Ed	College of Arts and Sciences Continuing Educations	Decary Hall Room 052A	Biddeford	(207) 602-2451
Mason, James M	Adjunct Faculty-Management	College of Arts and Sciences Political Science	Decary Hall Rm 315	Biddeford	(207) 602-2829
Massoth, Rawley	Circulation Coor/Lib Tech Asst	Library Ketcum Library	Library	Biddeford	(207) 602-2833
Matassa, Keith A	Marine Mammal Rehab Coord	College of Arts and Sciences Marine Science	MSC Room 133	Biddeford	(207) 602-2670
Mathes, Laurie A	Circulation Coordinator, Lib	Library Library	Abplanalp Library	Portland	(207) 221-4326
Mathieu, Andrea B	Nurse Practitioner, Geriatrics	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Maurice, Jennifer E	Medical Secretary- Saco	College of Osteopathic Med Health Care Center	655 Main St. Rm A006	Saco	(207) 602-3551
McCabe, Jane Ann	Clinical Director/Clinical Cou	Dean of Student Affairs Counseling	Decary Hall Room 109	Biddeford	(207) 602-2259
McCall, III, Kenneth L	Clin Assoc Prof (PHPR), COP	Vice President Pharmacy	Proctor Hall Rm 306	Portland	(207) 221-4155
McCarthy, Patrick W	Fitness Specialist	Dean of Student Affairs Health and Wellness Education	Campus Center Rm 1	Biddeford	(207) 602-2282
McCarthy, Katherine K	Per Diem Nurse, HCUC,HCFA	College of Osteopathic Med Health Care Center	295 Forest Ave Rm 212A	Portland	(207) 772-5437
McCormack, Sally A	Asst Prof, Clin/Acad Coor	College of Arts and Sciences Physical Therapy	Proctor Hall Room 209	Portland	(207) 221-4593

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McDonough, Deb M	Instructor H/T Faculty, BIO	College of Arts and Sciences Biological Sciences	Decary Hall Room 351	Biddeford	(207) 602-2649
McHugh, Susan Bridget	Associate Professor	College of Arts and Sciences English	Marcil Hall Room 107	Biddeford	(207) 602-2615
McKinnon, Christopher N	Tech Services Librarian, Aquis	Library Library	Abplanalp Library	Portland	(207) 221-4327
McKinnon, Nicky M	Collections Specialist	Business and Finance Business Office	1 College Street	Portland	(207) 221-4912
McKusick, Susan P	Temp,DH Faculty	Westbrook College of Health Professions Dental Hygiene	Coleman Hall Rm 111	Portland	(207) 221-4471
McLaughlin, Thomas	SSW Online Edu Dir/Asso Prof	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 424	Portland	(207) 221-4511
McManamy, Nini	Learning Specialist - HT	Dean of Student Affairs Learning Assistance	Proctor Hall Room 102B	Portland	(207) 221-4259
McReynolds, Samuel A	Professor	College of Arts and Sciences Sociology	Decary Hall Room 320	Biddeford	(207) 602-2327
McVicar, Peter E	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Meggison, Dean L	Laboratory Assistant (CHEM)	College of Arts and Sciences Chemistry	Morgane Hall Rm 019	Biddeford	(207) 602-2491
Meng, Ian	Associate Professor	Westbrook College of Health Professions Physiology	Stella Maris Room 423	Biddeford	(207) 602-2195
Metayer, Donna P	Asst Director Financial Aid	Enrollment Management Financial Aid	Decary Hall Rm 341	Biddeford	(207) 602-2129
Metcalf, Judy A	Director Maine GEC	College of Osteopathic Med Judy Metcalf	Linnell Hall Room 104	Portland	(207) 221-4459
Metts, Catherine A	Staff Asst & Office Coor, CHP	Westbrook College of Health Professions College of Health Professions	Hersey Hall Room 223	Portland	(207) 221-4520
Miller, Rick J	Lab Coordinator BIO/MS	College of Arts and Sciences Biological Science	MSC Room 224	Biddeford	(207) 602-2729
Miller, Donna M	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Mills, Bunny A	Assoc Professor Clin /Pro Dir	Westbrook College of Health Professions Dental Hygiene	Coleman Hall	Portland	(207) 221-4314
Miraglia, John J	Groundskeeper II	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Mittal, Amita	Instructor	College of Arts and Sciences Math and Computer Science	Decary Hall Room 309A	Biddeford	(207) 602-2433
Mokler, David J	Professor	Westbrook College of Health Professions Pharmacology	Stella Maris Room 419	Biddeford	(207) 602-2210
Moore, Suezan I	Coordinator, Medical CUR	College of Osteopathic Med Curriculum Affairs	Alfond Center Rm 130	Biddeford	(207) 602-2311
Moore, Vernon L	Associate Professor	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 407	Portland	(207) 221-4223
Moran, Catherine L	Adjunct Faculty Sociology	College of Arts and Sciences Sociology	Decary Hall Rm 352	Biddeford	(207) 602-2821
Morgan, Pat A	Asso Director Nursing	Westbrook College of Health Professions Nursing	Blewett Hall Room 223	Portland	(207) 221-4273
Morgan, Pam A	Associate Professor	College of Arts and Sciences Environmental Studies	Decary Hall Room 223	Biddeford	(207) 602-2227
Morgane, Peter J	Adjunct Faculty-Pharm	Westbrook College of Health Professions Pharmacology	Pickus Hall Room 210	Biddeford	(207) 602-2217
Morris, Cynthia P	Associate Professor	Westbrook College of Health Professions Clinical Simulation Program	Blewett Hall Room 112	Portland	(207) 221-4239
Morrison, Linda L	Associate Professor & Chair	College of Arts and Sciences Psychology	Decary Hall Room 323	Biddeford	(207) 602-2865
Morrison, Ronald P	Professor / Director Bio Ethic	College of Arts and Sciences Philosophy	Marcil Hall Room 305	Biddeford	(207) 602-2108
Morrison, Robert J	Professional Tutor	Dean of Student Affairs Learning Assistance	LAC	Biddeford	(207) 602-2443
Morrison, Cathy M	SAS Center Specialist	Business and Finance Business Office	1 College Street	Portland	(207) 221-4219
Morse, Angela B	Office Manager	College of Osteopathic Med Basic Science	Stella Maris Room 332	Biddeford	(207) 602-2350
Morton, Jen Lee	Assistant Professor BSN	Westbrook College of Health Professions Nursing	Blewett Hall Room 228	Portland	(207) 221-4438
Mosiello, Ronald	Staff Physician / Assist Prof	College of Osteopathic Med Health Care Center	655 Main Street Rm A008	Saco	(207) 602-3507
Moyer, Beth Ann	Assistant Professor	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 310	Portland	(207) 221-4104
Mueller, Julie L	Assistant Professor, PSC	College of Arts and Sciences Political Science	Decary Hall Room 332	Biddeford	(207) 602-2559

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Mulligan, Jason Thomas	Hd Mens BBall Ch/Ath Fac Coord	Dean of Student Affairs Athletics	Campus Center G4	Biddeford	(207) 602-2396
Mullin, Jerry L	Professor	College of Arts and Sciences Chemistry and Physics	Morgane Hall Rm 205	Biddeford	(207) 602-2538
Muncie, Christopher Cary	Adjunct Faculty, PSY	College of Arts and Sciences Academic Dean	Decary Hall Rm 352	Biddeford	(207) 602-2821
Murphy, David W	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Nagle, Peter J	Environmntl Hlth & Safety Spec	Business and Finance Campus Services	605 Pool Road Rm 129	Biddeford	(207) 602-2791
Nahorney, Mark J	Asst Dean of Community Life	Dean of Student Affairs Student Activities	Decary Hall Rm 132	Biddeford	(207) 602-2595
Nappi, Michael L	Lead Carpenter/Locksmith	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Nason, Marcia G	Lead Medical Secretary	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Nataupsky, Judi A	Admin Asst - Faculty Dev	College of Osteopathic Med Assoc Dean/Clinical Affairs	Stella Maris Room 322	Biddeford	(207) 602-2648
Nevers, Jeffrey Wayne	Recruiting Specialist	Dean of Student Affairs Career Services	Decary Hall Room 117	Biddeford	(207) 602-2503
Nickerson, Nancy M	Nurse Practitioner, Geriatrics	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Nikiforova, Bistra V	Assistant Professor COD	College of Arts and Sciences Management	Decary Hall Room 308	Biddeford	(207) 602-2498
Niman, Joseph L	Enrollment Specialist	Enrollment Management Registrar	Petts Ctr LL Rm 9C	Biddeford	(207) 602-2138
Norcia, Matthew T	User Support Trainer	Information Technology Service Media	Decary Hall Room 339	Biddeford	(207) 602-2222
Norris, Terry P	Billing & Coding Spec - Saco	College of Osteopathic Med Health Care Center	655 Main St Rm 009	Saco	(207) 602-3509
Norton, Barbara E	Administrative Assistant	Westbrook College of Health Professions Dental Hygiene	Coleman Hall Rm 111	Portland	(207) 221-4471
Norton, James	Professor	Westbrook College of Health Professions Physiology	Stella Maris Room 424	Biddeford	(207) 602-2270
Oberti, Frank A	Adjunct Faculty-Med Humanities	College of Osteopathic Med Health Care Center	Stella Maris Rm 205	Biddeford	(207) 602-2450



<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
O'Brien, Jane C	Associate Professor	College of Arts and Sciences Occupational Therapy	Proctor Hall Room 309	Portland	(207) 221-4107
O'Connor, Maura E	Director Learning Assistance	College of Arts and Sciences Learning Assistance	LAC Room 9	Biddeford	(207) 602-2561
O'Hara, Shane P	Programmer/Analyst	User Support Services Information Technology Service	Decary Hall Rm 339	Biddeford	(207) 602-2261
Okuda, Isao	Assistant Professor MAN	College of Arts and Sciences Exercise and Sport Performance	Decary Hall Room 330	Biddeford	(207) 602-2203
Okun Langlais, Audrey H	Staff Physician / Assoc Prof	Westbrook College of Health Professions Campus	655 Main Street	Saco	(207) 602-3524
Ono, Kathryn A	Associate Professor	College of Arts and Sciences Biological Sciences	Marine Science Ctr Rm 206	Biddeford	(207) 602-2814
O'Regan, John	User Support Services Tech	User Support Services Information Technology Service	Decary Hall 4th Floor	Biddeford	(207) 602-2882
Ouellette, Lorraine P	Housekeeper	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 602-2368
Ouellette, Ron D	Cross Country Coach	Dean of Student Affairs Athletics	Campus Center 12	Biddeford	(207) 602-2161
Ouellette, Debra Jean	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Owen, Patti C	Mgr of Administrativ Computing	Administrative Information Sys Information Technology Service	Decary Hall Rm 414	Biddeford	(207) 602-2251
Pahigian, Joshua R	Adjunct Faculty ENG	College of Arts and Sciences English	Marcil Hall Room 209	Biddeford	(207) 602-2144
Panetta, Robert	Security Officer	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2298
Paolini, Charlotte A	Staff Physician/Assist Prof	College of Osteopathic Med Health Care Center	Petts	Biddeford	(207) 602-2437
Papura, William A	Associate Professor	College of Osteopathic Med Health Care Center	Alfond Center Room 320	Biddeford	(207) 602-2355
Pardue, Karen T	Assistant Dean CHP	Westbrook College of Health Professions Nursing	Blewett Hall Room 225	Portland	(207) 221-4361
Pare, Jeremy A	Adjunct Faculty	College of Arts and Sciences Political Science	Decary Hall Room 318	Biddeford	(207) 602-2829
Pariseau, Eric M	Electrician/ HVAC Tech	Business and Finance Campus Services	605 Pool Road	Biddeford	(207) 221-4336

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Patchett, Kristen M	Sr Animal Care Tech/Vol Supr.	College of Arts and Sciences Marine Science	MSC Room 132	Biddeford	(207) 602-2347
Paterson, William L	Project Director Healthy Maine	College of Osteopathic Med Health Care Center	655 Main St Rm A006	Saco	(207) 602-3589
Patterson, Hahna	Clinical Counselor	Dean of Student Affairs Counseling	Decary Hall Room 109	Biddeford	(207) 602-2299
Pecchia, Robert	Assoc Dir of Under Grad Adm	Enrollment Management Undergraduate Admissions	Petts LL Rm 27	Biddeford	(207) 602-2324
Pecchia, Lorraine S	Learning Specialist - HT	College of Arts and Sciences Learning Assistance	LAC Rm 2	Biddeford	(207) 602-2398
Pelletier, Joel W	Staff Assistant, SA-WCC	Dean of Student Affairs Asst. Dean of Student Dev	Hersey Hall Room 119	Portland	(207) 221-4212
Pelletier, John A	Physician, OMM	College of Osteopathic Med Health Care Center	Alfond Center Room 315	Biddeford	(207) 602-2906
Perlut, Noah G	Assistant Professor - ENV	College of Arts and Sciences Environmental Studies	Decary Hall Rm 221	Biddeford	(207) 602-2778
Perry, Vicki L	Cashier	Business and Finance Business Office	Petts LL Rm 3B	Biddeford	(207) 602-2457
Peters, Beth Ann	Area Coordinator/UC	Dean of Student Affairs Residential Housing	East Hall 1009	Biddeford	(207) 602-2798
Peterson, Emily G	Conference Coordinator	Business and Finance Conferences	605 Pool Rd Rm 122	Biddeford	(207) 602-2122
Peterson, Tara D	Assistant Athletic Trainer	Dean of Student Affairs Athletics	Campus Center Rm 119	Biddeford	(207) 602-2135
Peterson, Richard B	Associate Professor	College of Arts and Sciences Environmental Studies	Decary Hall Room 215	Biddeford	(207) 602-2862
Pezzullo, Christopher J	Staff Physician / Assist Prof	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 602-3506
Phelps, Stacey M	Asst Dir Housing/Res Life	Dean of Student Affairs Housing and Residence Life	East Hall Room 10	Biddeford	(207) 602-2272
Pickford, Susan Bassler	Adjunct Faculty LAC	College of Arts and Sciences Learning Assistance	LAC Room 3	Biddeford	(207) 602-2532
Pied, Claudine M	Adjunct Faculty Sociology	College of Arts and Sciences Sociology	Decary Hall Rm 352	Biddeford	(207) 602-2821
Pierce, Daniel M	Staff Physician, Geriatrics	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610

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Pierce, Heath R	Clinical Educator/Intern Coord	College of Arts and Sciences Exercise and Sport Performance	Linnell Hall Room 3	Biddeford	(207) 602-2590
Pierce-Talsma, Stacey Lyn	Residents	College of Osteopathic Med Health Care Center	655 Main St Rm A006	Saco	(207) 602-3551
Pierter, Susan E	Asst Dir Communications`	University Relations Institutional Advancement	746 Stevens Ave Rm 204	Portland	(207) 221-4375
Pilon, Linsey C	Assistant to Dean of Students	Dean of Student Affairs Dean of Student Affairs	Decary Hall Room 129	Biddeford	(207) 602-2518
Poissant, Teresa A	Admin Assist, MSED	College of Arts and Sciences Masters in Education	Decary Hall Room 144	Biddeford	(207) 602-2684
Polacsek, Michele	Associate Professor	College of Osteopathic Med Master Public Health	Linnell Hall Rm 210	Portland	(207) 221-4466
Polinski, Diane C	Administrative Assistant	DPHA PHEP ( Pharmacy Experiental)	Proctor Hall Rm 303	Portland	(207) 221-4154
Potti, Rachel S	Adjunct Faculty - BIO	College of Arts and Sciences Biology	Decary Hall Rm 352	Biddeford	(207) 602-2819
Poulin-Handy, Julie L	Asst Registrar - IT Specialist	Enrollment Management Registrar	Hersey Hall Room 119	Portland	(207) 221-4534
Power, Lori G	Coord Learning Assist WCC	College of Arts and Sciences Learning Assistance	Proctor Hall Room 102C	Portland	(207) 221-4235
Pratt, Cory	Security Officer	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2298
Preble, Lisa C	Admin Asst, Continuing Ed	Continuing Education Continuing Educations	Decary Hall Rm 125B	Biddeford	(207) 602-2792
Prendiville, Shannon C	Animal Care/Lab Technician	College of Arts and Sciences Marine Science	MSC Room 132	Biddeford	(207) 602-2750
Price, Barbara B	Administrative Assistant, IA	Institutional Advancement University Relations	746 Stevens Room 200	Portland	(207) 221-4295
Prichard, David C	Professor	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 425	Portland	(207) 221-4512
Prince, Sanford J	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Pritchard, Larry	Security Officer	Dean of Student Affairs Security	1 College St 2nd Floor	Portland	(207) 221-4346
Puppala, Kuldeep K	Dir. of Institutional Research	Vice President Institutional Research	Decary Hall Room 407	Biddeford	(207) 602-2708

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Purcell, Tracie L	Admin Sec - ADSA	Dean of Student Affairs Dean of Student Affairs	Stella Maris Room 127	Biddeford	(207) 602-2430
Quatrano, Kristin L	Graphic Artist	Dean of Student Affairs V.P. Institutional Advancement	Hollister House 3rd Floor	Portland	(207) 221-4236
Quinlan, James E	Visiting Assistant Professor	College of Arts and Sciences Math & Computer Science	Decary Hall Rm 307	Biddeford	(207) 602-2421
Quinn, Amy K	Director, Health & Wellness Ed	Dean of Student Affairs Fitness Program	Campus Center Rm 106	Biddeford	(207) 602-2556
Rahman, Shireen A	Instructor MAN	College of Arts and Sciences Management	Decary Hall Room 123A	Biddeford	(207) 602-2531
Raley, Chris C	Telecom Tech Admin	User Support Services Information Technology Service	Decary Hall Room 406	Biddeford	(207) 602-2399
Ramey, Sean R	Visiting Instructor ENG	College of Arts and Sciences English	Marcil Hall Room 111	Biddeford	(207) 022-292
Ramsey, Ronald G	Security Officer	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2298
Rankin, Nancy E	Instructor, Internship	College of Arts and Sciences Psychology	Decary Hall Room 325	Biddeford	(207) 602-2479
Razak, Brian W	Head Athletic Trainer	Dean of Student Affairs Athletics	Campus Center Rm 120	Biddeford	(207) 602-2496
Reagan, Marian A	Administrative Assistant	College of Arts and Sciences Marine Science	MSC 212	Biddeford	(207) 602-2856
Reagan, Jeani M	Technology Integration Manager	College of Osteopathic Med Curriculum	Alfond 1st Floor	Biddeford	(207) 602-2335
Redman, Janel I	Admissions Counselor	Enrollment Management Graduate Admin Services	Hersey Hall Room 126	Portland	(207) 221-4480
Reed, Maura S	Half-time - Clinical Counselor	Dean of Student Affairs Counseling	Proctor Hall Room 318	Biddeford	(207) 221-4292
Reese, Richard E	Professor, Clinical	Westbrook College of Health Professions Pharmacology	Stella Maris Room 432A	Biddeford	(207) 602-2142
Reynolds, Jeffrey M	Adjunct Faculty PHR	College of Arts and Sciences English	Marcil Hall Room 209	Biddeford	(207) 602-2144
Rheault, Sharon Ann	Auxiliary Services Associate	Business and Finance Copy Center	605 Pool Road Lobby	Biddeford	(207) 602-2289
Ricci, Debra K	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368

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Richard, Donna J	Admin Assistant	College of Osteopathic Med Health Care Center	655 Main St Rm A004	Saco	(207) 602-3504
Ricker, Leslie R	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Ridley, Ellen B	Asst Dir Found/Corp Relations	Institutional Advancement University Relations	746 Stevens Room 205	Portland	(207) 221-4419
Ring, Cassandra M	Fitness Specialist	Dean of Student Affairs Fitness Program	Campus Center	Biddeford	(207) 602-2246
Ripich, Danielle N	President	President President's Office	Bush Room 307	Biddeford	(207) 602-2306
Rizzo, Christopher S	Clinical Educator/Intern Coord	College of Arts and Sciences Exercise and Sport Performance	Linnell Hall Room 3	Biddeford	(207) 602-2465
Roberson, James C	Interim Director MSNA	Westbrook College of Health Professions Masters of Nurse Anesthesia	Hersey Hall Room 207	Portland	(207) 221-4519
Robertson, Cynthia R	Adjunct Faculty-FPPS	College of Osteopathic Med Com Health/Prev Med	Stella Maris Room 234	Biddeford	(207) 602-2354
Roche, James B	Visiting Instructor PSC	College of Arts and Sciences Political Science	Decary Hall Room 125A	Biddeford	(207) 602-2688
Rochelo, Megan M	Director	College of Osteopathic Med Health Care Center	655 Main St. Rm A004	Saco	(207) 602-3550
Rodriguez, Kira S	Research Asso/Health Serv Res	College of Osteopathic Med Center For Health Policy	Linnell Hall Rm 207	Portland	(207) 221-4566
Roese, Ursula S.R.	Assistant Professor, BIO	College of Arts and Sciences Biological Science	Morgane Room 107	Biddeford	(207) 602-2417
Roesler, Richard Allen	Assoc Vice President, HR	Business and Finance Human Resources	588 Pool Street	Biddeford	(207) 602-2384
Rose, Stephen	Professor MSW	Westbrook College of Health Professions Masters of Social Work	Hersey Hall Room 426	Portland	(207) 221-4431
Ross, Vickie E	HT- Human Resources Assistant	Business and Finance Human Resources	588 Pool Road Lobby	Biddeford	(207) 602-2283
Roth, Glen Ellen	Staff Assistant	College of Arts and Sciences Occupational Therapy	Marcil Hall Room 112	Biddeford	(207) 221-4100
Rothermel, Daniel A	Associate Professor	College of Arts and Sciences Teacher Education	Decary Hall Room 140	Biddeford	(207) 602-2010
Rouillard, Linda	Admin Asst, PT	Westbrook College of Health Professions Physical Therapy	Proctor Hall Room 214	Portland	(207) 221-4590

<i>NAME</i>	<i>TITLE</i>	<i>DIVISION/DEPARTMENT</i>	<i>LOCATION</i>	<i>CITY</i>	<i>PHONE NUMBER</i>
Rousselle, Anne Marie	Administrative Assistant	College of Arts and Sciences Chemistry and Physics	Morgane Building Rm004	Biddeford	(207) 602-2714
Row, Eric S	Coordinator, Electronic&Print	Library Library	Ketchum Library	Biddeford	(207) 602-2318
Roy, Katherine M	Head Womens Swim Coac/Aquatics	Dean of Student Affairs Athletics	Campus Center Rm 101	Biddeford	(207) 602-2551
Ruitenberg, Dawn A	Medical Assistant - Saco	College of Osteopathic Med Health Care Center	655 Main Street Rm 132	Saco	(207) 602-3525
Russell, Michelle M	Medical Secretary - Pediatrics	College of Ostepathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Russell, David A	Firewall and Network Tech	User Support Services Information Technology Service	Decary Hall Rm 407	Biddeford	(207) 602-2823
Sadlier, Heather Dwyer	Assistant Professor	College of Arts and Sciences Teachers Education	Decary Hall Room 142	Biddeford	(207) 602-2566
Samuel, Dhanam	Medical Secretary Petts Center	College of Osteopathic Med Health Care Center	655 Main St Rm A008	Saco	(207) 602-3566
Samuel, Gilbert	Adjunct Faculty - BIO	Westbrook College of Health Professions Continuing Education	Marine Science Ctr Rm 224	Biddeford	(207) 602-2729
Sandmire, David A	Professor	College of Arts and Sciences Biological Sciences	Morgane Hall Rm 103	Biddeford	(207) 602-2849
Sanford, Robin A	Cataloging Librarian	Library Library	Abplanalp Library	Portland	(207) 221-4328
Sartorelli, Linda M	Professor, PHR	College of Arts and Sciences Philosophy	Marcil Hall Room 307	Biddeford	(207) 602-2247
Sawyer, Emily Marie	Admin Asst, SGY PSY	College of Arts and Sciences Psychology	Decary Hall Room 334	Biddeford	(207) 602-2231
Schloss, John V	Professor PHPS, COP	Pharmacy Vice President	Proctor Hall Room 305	Portland	(207) 221-4151
Schmesser, Zachary C	Coord Outdr Rec Assist Res Dir	Dean of Student Affairs Fit & Health Wellness Edu	Campus Center	Biddeford	(207) 602-2768
Schuenke, Mark D	Assistant Professor ANAT	College of Osteopathic Med Anatomy	Stella Maris Room 431	Biddeford	(207) 602-2206
Schwabe, Nina C	Research Fellowship - CHPPR	Westbrook College of Health Professions Center for Health Policy	Linnell Hall Rm 206	Portland	(207) 221-4564
Schwalenberg, Evelyn A	Director Predoctoral Grant	Westbrook College of Health Professions Predoctoral Education	Stella Maris Room 220	Biddeford	(207) 602-2456

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Scott-Cavallaro, Elizabeth J.	Staff Assistant - PA Program	Westbrook College of Health Professions PA Program	Hersey Hall Room 311	Portland	(207) 221-4528
See, Joel	Professor	College of Arts and Sciences Sociology	Decary Hall Room 322	Biddeford	(207) 602-2236
Sender, Lily Ayla	Physician Assistant, HCSA	College of Osteopathic Med Health Care Center	655 Main St Rm 125	Saco	(207) 602-3515
Sferes, Thomas J	Adjunct Faculty-MSED	College of Arts and Sciences Distance Education	Decary Hall Room 144	Biddeford	(207) 602-2683
Shabo, Mary G	Site Supervisor, Geriatrics	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Shambarger, Angela	Judicial Coord/SA Operations	Dean of Student Affairs Assoc Dean Com Life	Decary Hall Room 129	Biddeford	(207) 602-2105
Sharpe-Pepin, Debra J	Payroll Clerk	Business and Finance Business Office	588 Pool Road Rm 8	Biddeford	(207) 602-2235
Shea, Nichol D	Admin Asst, PT	Westbrook College of Health Professions Physical Therapy	Proctor Hall Room 214	Portland	(207) 221-4589
Shea, Joan L	Recruit/Admis Asst & Info Spec	Enrollment Management Undergraduate Admissions	Welcome House 1st Floor	Biddeford	(207) 602-2529
Sheehan, Judith M	Associate Professor	Westbrook College of Health Professions Nursing	Blewett Hall Room 215	Portland	(207) 221-4457
Sheldon, Mike R	Associate Professor	College of Arts and Sciences Physical Therapy	Proctor Hall Room 214A	Portland	(207) 221-4591
Shewell-Woodbury, Kristin Ann	CMIS & Web Support Spec, CURR	College of Osteopathic Med Curriculum Affairs	Alfond Center Rm 130	Biddeford	(207) 602-2313
Shore, Nancy L	Associate Professor MSW	Westbrook College of Health Professions MSW	Hersey Hall Room 417	Portland	(207) 221-4507
Shuman, Barbara A	Medical Assistant - Saco	College of Osteopathic Med Health Care Center	295 Forest Avenue	Portland	(207) 772-5437
Sibley, Mary G	Medical Secretary - Saco	College of Osteopathic Med Health Care Center	655 Main St Rm 134	Portland	(207) 602-3514
Silvia, Stacia A	Asst Dir Alumni Advancement	Institutional Advancement University Relations	746 Stevens Ave Rm 302	Portland	(207) 221-4377
Simard, Joe M	Instructor CHEM	College of Arts and Sciences Chemistry	Morgane Hall Rm 018	Biddeford	(207) 602-2480
Simard, Elaine M	Coord of Admin Services	College of Osteopathic Med Faculty Development	Stella Maris Room 204	Biddeford	(207) 602-2564

<i><b>NAME</b></i>	<i><b>TITLE</b></i>	<i><b>DIVISION/DEPARTMENT</b></i>	<i><b>LOCATION</b></i>	<i><b>CITY</b></i>	<i><b>PHONE NUMBER</b></i>
Simon, Cynthia	Coord CAS Internship Prog	College of Arts and Sciences Environmental Studies	Decary Hall Room 121	Biddeford	(207) 602-2540
Simpson, Nancy	Associate Professor, Clinical	Westbrook College of Health Professions Nursing	Blewett Hall Room 229	Portland	(207) 221-4488
Sinclair, Catherine L	Nurse Practitioner, Geriatrics	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Sinkewjz, Mary L	Admin Assist - Admissions	Enrollment Management Undergraduate Admissions	592 Pool Road Room 109	Biddeford	(207) 602-2654
Sladen, Sue C	Staff Assistant, Div of Aging	College of Osteopathic Med Health Care Center	1250 Forest Avenue	Portland	(207) 878-9610
Slater, Tracy A	AP Mgr/Spon. Prog. Accountant	Business and Finance Business Office	588 Pool Street	Biddeford	(207) 602-2110
Sloan, Kaleigh S	Administrative Assistant Alum	Institutional Advancement University Relations	746 Stevens Ave Rm 305	Portland	(207) 221-4218
Smith, Kneka P	Associate Dean, Dental Med	Westbrook College of Health Professions College of Dental Medicine	Hersey Hall Rm 112	Portland	(207) 221-4123
Smith, Mary-Frances S	Coordinator/Asst Director	College of Osteopathic Med AHEC	Linnell Hall Room 107	Portland	(207) 221-4461
Smith, Joanne P	Office Manager Student Support	Dean of Student Affairs Counseling	Decary Hall Room 109	Biddeford	(207) 602-2549
Smith, Kevin Edward	Security Officer	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2298
Smith, Pamela M	Admin Assist, Community Health	College of Osteopathic Med Family Medicine	Stella Maris Room 234	Biddeford	(207) 602-2354
Smith, David L.	Associate Professor	College of Arts and Sciences NEI/ Conference	Marcil Hall Room 311	Biddeford	(207) 602-2237
Smith, Jonathan B	Security Officer	Dean of Student Affairs Security	605 Pool Road Lobby	Biddeford	(207) 602-2298
Smith, Lucille M	Staff Asst Distance Ed	College of Arts and Sciences Cert. Advanced Grad.Studies	Decary Room 139	Biddeford	(207) 602-2692
Smyth, Curt J	Asst Dir Athl/Dir Sports Info	Dean of Student Affairs Athletics	Campus Center Room 105	Biddeford	(207) 602-2429
Sowa, Thomas E	Visiting Assistant Professor	College of Arts and Sciences Biology	Morgane Room 007	Biddeford	(207) 602-2710
Spaeth, Stephen C	Temporary Staff [Biweekly]	College of Arts and Sciences Teacher Education	Decary Hall Room 145	Biddeford	(207) 602-2221



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Spang, Mary	Staff Assistant OMM	College of Osteopathic Med Manipulative Medicine	Alfond Center Rm 311	Biddeford	(207) 602-2330
Speaker, Mandy K	Asso Dir of Alumni Advancement	Institutional Advancement University Relations	746 Stevens Ave Rm 306	Portland	(207) 221-4914
Spencer, Margueret G	Staff Assist - Community Life	Dean of Student Affairs Resident Life - WCC	Proctor Hall Rm 02	Portland	(207) 221-4267
Spina, Monique A	Clinical Social Worker	College of Osteopathic Med Health Care Center	655 Main Street Rm 172	Saco	(207) 602-3516
Squires, Noel Noel L.	Adjunct Faculty-PT	Westbrook College of Health Professions Physical Therapy	Proctor Hall Room 214	Portland	(207) 221-4590
St Ours, Paulette A	Associate Dean, Assist Prof CAS	College of Arts and Sciences Academic Dean	Decary Hall Room 126	Biddeford	(207) 602-2400
St. John, Timothy F	Coordinator Student Orient	Dean of Student Affairs Student Activities	Campus Center Room 100	Biddeford	(207) 602-2495
St.Onge, Danielle C	Admin Asst, Stud Act - UC	Dean of Student Affairs Student Activities	605 Pool Road Rm 100	Biddeford	(207) 602-2447
Stableford, Sue A	Director, AHEC Hlth Lit Ctr	College of Osteopathic Med Health Literacy Institute	Linnell Hall Rm 209	Portland	(207) 221-4567
Stanhope, Melinda Sue	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Stanley, Kevin M	Professor, PHR	College of Arts and Sciences Political Science	Decary Hall Rm 315	Biddeford	(207) 602-2829
Steen-Adams, Michelle M	Assistant Professor	College of Arts and Sciences Environmental Studies	Decary Hall Room 217	Biddeford	(207) 602-2515
Steva, Barbara J	Occupational Therapist	Westbrook College of Health Professions Occupational Therapy	Decary Hall Room 313	Biddeford	(207) 283-1954
Stevens, Patricia M	Medical Assistant	College of Osteopathic Med Health Care Center	Petts Center	Biddeford	(207) 602-2358
Stevenson, Glenn W	Assistant Professor	College of Arts and Sciences Psychology	Decary Hall Room 329	Biddeford	(207) 602-2285
Stewart, Wendy M	Nursing Team Leader - Saco	College of Osteopathic Med Health Care Center	655 Main Street	Saco	(207) 602-3563
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Sulikowski, James A	Assistant Professor, BIO	College of Arts and Sciences Biological Sciences	MSC Room 220	Biddeford	(207) 602-2730
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Sutton, Steven C	Associate Professor PHPS, COP	College of Pharmacy Pharmaceutical Sciences	Linnell Hall Room 211	Portland	(207) 221-4173
Suveges, Judith Ann	Housekeeper	Business and Finance Campus Services	605 Pool Road Lobby	Biddeford	(207) 602-2368
Swartzlander, Barbara J	Director Public Services	Library Library	Ketchum Library	Biddeford	(207) 602-2315
Syvinski, Christopher	Instructor-Chemistry	College of Arts and Sciences Chemistry	Morgane Hall Rm 018	Biddeford	(207) 602-2593
Taddia, Mary Elizabeth	Coordinator, Prospect Research	Dean of Student Affairs V.P. Institutional Advancement	1 College Street	Portland	(207) 221-4611
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Thompson, Charles M	Professor	College of Arts and Sciences Creative and Fine Arts	Gregory Annex Room 26	Biddeford	(207) 602-2883
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Zeeman, Stephan I	Professor & Chair	College of Arts and Sciences Biological Sciences	Marine Science Rm 205	Biddeford	(207) 602-2410
Zeiler, Robert H	Assoc. Prof - Pharmacy	College of Pharmacy Pharmaceutical Sciences	Linnell Hall Rm 210	Portland	(207) 221-4170
Zilinsky, Thomas J	User Support Services Tech	User Support Services Information Technology Service	Decary Hall 4th Floor	Biddeford	(207) 602-2812
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Zocco, John Vincent	Area Coordinator	Dean of Student Affairs Residential Housing	Featherman Hall Rm 116	Biddeford	(207) 602-2596

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Bowden, Shirley - Director, Residence Life/Assistant Dean, Student Affairs  
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Elementary Education.

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

Good, Jeannette - Department of Psychology  
Ph.D., Boston University - Pastoral Psychology.

Gordon, Catherine - Department of Psychology  
Ph.D., Pacifica Graduate Institute - Clinical Psychology.

Gosbee, Suzanne - Department of Education  
M.A., University of Maine in Orono - Mathematics; B.S., Southeastern Massachusetts  
University - Mathematics.

Halpert, Stephen - Department of English  
M.A., Harvard University - Teaching.

Hammond, Richard - Department of Mathematical Science  
M.Ed., University of Pittsburgh - Educational Research; M.S., University of Maine- Mathematics  
Education.

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

Jacobs, Jamien - Department of Education  
B.A., College of the Atlantic - Environmental Studies

Jordon, Anne Crane - Certificate of Advanced Graduate Study in Educational Leadership  
M.S.E.D., University of Maine in Orono - MSED Literacy Specialist; Univeristy New England -  
Certificate of Advanced Graduate Study.

Kemos, Alexander - Department of Political Science  
Ph.D., Fletcher School of Law and Diplomacy; M.A., Fletcher School of Law and Diplomacy -  
Law and Diplomacy; B.A., Hamilton College.

Kennie, Cynthia - Department of Environmental Studies  
M.S., University of New Hampshire - Resource Administration & Management.

Koch, Larry - Department of Education  
Ph.D., University of Maine; M.S., State University College - Elementary Education; B.S., State  
University College - Secondary Education.

Kohl, Christopher - Department of Exercise and Sport Performance  
D.P.E., Springfield College - Sports Psychology.

Kuchta, David - Department of History  
Ph.D., University of California in Berkeley - History; M.A., University of California in Berkeley - History; B.A., Wesleyan University.

Lambert, Shawn - Department of Education  
M.Ed., University of Maine in Orono - Administration.

Langevin, John - Department of Psychology  
Ph.D., Columbia Pacific University - Counseling Psychology.

Long, Gregory - Department of Mathematical Sciences  
Ph.D., University of Pennsylvania - Mechanical Engineering and Applied Mechanics.

McCabe, Jane - Department of Psychology  
Ph.D., Ohio University - Counselor Education; M.A., Ball State University - Counseling.

Marcotte, Carolyn - Department of Education  
Ph.D., Berne University International Graduate School - School Administration and Supervision.

Marecaux, Dorathy - Department of Education  
M.Ed., Worcester State College

Merrow, Catherine - Department of Creative and Fine Arts  
B.F.A., Photography - Portland School of Art.

Morin, Susanne - Department of Education  
M.A.T., Trinity College - Early Childhood Education; B.S., University of Maryland - Early Childhood Education.

Murphy, David - Department of Education  
M.S., Bridgewater State College - School Administration; B.A., Stonehill College - Elementary Education.

Murphy, Timothy - Department of Business Administration  
J.D., University of Notre Dame Law School.

Neuschafer, Tania - Department of Environmental Studies  
M.S., Lesley College, Environmental Education.

Norbert, Mary - Department of Education  
B.A., Boston College - Secondary Education and English.

O'Brien, Carol - Department of Education  
M.A., Boston College - Education.

O'Brien, Casey - Department of Education  
M.S., National University - Curriculum and Instruction

O'Connor, Maura - Department of Education  
M.A., Fairfield University - Educational Technology; B.A., St. Joseph College - Special Education.

Olson, Ann Marie - Department of Biological Sciences  
Ph.D., Massachusetts College of Pharmacy - Pharmacology; M.S., Cornell University - Ecology; B.A., Cornell University - Biological Sciences.



O'Neill, Patrick - Department of Education  
Ed.D., NOVA Southeastern University; M.S., Administration and Clinical Supervision -  
Manhattan College; B.A., Manhattan College - Teacher Preparation English/Reading, Special  
Education.

Palmer, Ryan - Department of Education  
M.S., Thomas College - Computer Technology in Education.

Pare, Jeremy - Department of Environmental Studies  
B.S., University of New England.

Paquette, Tamiko - Department of Education  
M.Ed., University of New England - Education.

Patterson, Hahna - Department of Psychology  
M.A., Antioch New England Graduate School - Counseling Psychology.

Peinado, Matthew - Department of Creative and Fine Arts  
M.F.A., The School of the Art Institute of Chicago - Painting and Drawing.

Perkins, Donna - Department of Psychology  
Ph.D., University of New Hampshire in Durham - Psychology.

Powers, Robert - Department of Education  
M.Ed.-University of Maine-Educational Administration; B.S.-Gorham State College-Education.

Pickford, Susan - Department of Education  
Ph.D., University of New Hampshire - Psychology.

Potter, Lauren - Department of Education  
M.Ed., University of Southern Maine - Instructional Leadership.

Powers, Robert - Department of Education  
M.Ed., University of Maine - Educational Administration.

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

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

Reeves, Brian - Department of Creative and Fine Arts  
M.F.A., University of Wisconsin - Madison.

Rich, Grant Jewell - Department of Psychology  
Ph.D., University of Chicago - Psychology: Human Development.

Robinson, Timothy - Department of Exercise and Sport Performance  
M.Ed., East Stroudsburg - Physical Education

Roche, James - Department of Political Science  
J.D., St. Thomas University School of Law.

Russo, Joy - Department of English  
M.L.I.S., University of Rhode Island - Graduate School of Library and Information Studies.

Samuel, Gilbert - Biological Sciences  
Ph.D., University of New Hampshire - Parasitology.

Schiff-Verre, Jayne - Department of Creative and Fine Arts  
B.F.A., University of Southern Maine - Communications and Theatre.

Scorpio, Elaine - Department of Psychology  
Ph.D., Syracuse University - Social Psychology.

Sferes, Thomas - Department of Education  
Ed.D., Columbia University, Teachers College - Foreign Language Methodology.

Solvay, Marilyn - Department of Sociology  
Ed.D., Lesley College - Educational Studies.

Stathopoulos, Lisa - Department of Creative and Fine Arts  
B.A., University of Maine in Orono - Theatre Arts.

Stevens, Phillip - Department of Creative and Fine Arts  
B.F.A., Portland School of Art

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

Syvinski, Christopher - Department of Chemistry & Physics  
M.S., Clarkson University - Chemistry.

Tillotson, Ann - Department of Education  
M.Ed., University of New England; B.S., Gorham State College.

Tordoff, Arthur - Department of Education  
M.Ed., University of Maine - Orono; B.S., Education-University of Maine - Orono.

Townshend, Sharon - Department of Creative and Fine Arts  
M.A.T., Wesleyan University - Ceramics.

Trombley, Linda - Department of Education  
M.A., Smith College - Teaching/English.

Twilley, Edgar - Department of Creative and Fine Arts  
M.F.A., Queens College CUNY - Sculpture; B.A., Colby College - English.

Tzianabos, Marie - Department of Creative and Fine Arts  
B.F.A., Boston Conservatory - Dance.

Wike, Kimberly - Department of Education  
M.S., University of Southern Maine - Special Education.

Wollstadt, Andrea - Department of Creative and Fine Arts  
B.A., University of New Hampshire - Music Education.

Wirtz, Daniel - Department of Chemistry and Physics  
B.S., University of New England - Marine Biology.

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## College of Health Professions Administration

Moore, Vernon L. - Dean, College of Health Professions/Associate Professor  
Ed.D., Vanderbilt University; M.S.S.W., University of Louisville; B.A., University of Oklahoma.

Beaulieu, Ellen G. - Associate Dean, College of Health Professions/Professor  
Ed.D., Novasoutheastern University; M.P.H., University of Hawaii; B.A., University of Hawaii;  
A.S. Forsyth School for Dental Hygienists.

Fogg, Erich A. Program Director - Master of Physician Assistant  
MMSc. PA, Emory University School of Medicine; BS, Springfield College; Certified-National  
Comission on Certification of Physician Assistants.

MacRae, Nancy - Program Director- Department of Occupational Therapy/Associate Professor  
M.S., University of Southern Maine-Adult Education; B.S. University of New Hampshire-  
Occupational Therapy.

Mills, Bernice - Program Director - Dental Hygiene Program/Associate Professor  
M.S., University of Southern Maine, B.S., Indiana University, A.S., Westbrook College.

Pardue, Karen - Interim Program Director - Department of Nursing and Health Service  
Management/Assistant Professor  
MS, B.S.N., B.C., Russell Sage College.

Sheldon, Michael - Program Director - Department of Physical Therapy/Associate Professor  
M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono Zoology; B.S.,  
University of Rhode Island -Zoology.

Turcato, Nina M. - Program Director - Master of Nurse Anesthesia/Associate Professor  
M.S.N., University of New England; B.S.N., College of St. Teresa.

Wilson, Martha - Program Director - School of Social Work  
Ph.D., University of Alabama

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## About the University of New England

### The University of New England

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

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



### University Mission Statement

The University of New England is an independent, entrepreneurial 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 for meaningful and rewarding careers, lifelong learning, and enlightened lives. The University fosters critical inquiry through a student-centered, academic environment rich in research, scholarship, creative activity, and service while providing opportunities for acquiring and applying knowledge in selected clinical, professional, and community settings.

### Accreditation, Memberships, and Other Notices

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

The education program leading to elementary certification is approved by the State of Maine Department of Education. The physical therapy educational program is accredited by the American Physical Therapy Association. The occupational therapy educational program is accredited by the American Occupational Therapy Association. Nursing programs are accredited by the National League of Nursing. Dental hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation. The Social Work Program is accredited by the Commission on Accreditation on the Council of Social Work Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational

Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Physician Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs. The College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association.

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

The University is authorized under Federal law to enroll non-immigrant alien students. The University holds, among others, membership in: the New England Association of Schools and Colleges, the Maine Consortium of Health Professionals, the Council of Independent Colleges and Universities, the National Association of College Auxiliary Services, the College Entrance Examination Board, the National Collegiate Athletic Association, the National Association of College Admissions Counselors, the New England Association of College Admissions Counselors, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the American Association of Colleges of Osteopathic Medicine, and the Greater Portland Alliance of Colleges and Universities.

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

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

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

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

### **Three Colleges, Continuing Education, and Two Campuses**

#### **The College of Arts and Sciences**

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of bachelor of arts and bachelor of science. CAS also offers master of science degree in education and post-master's Certificate of Advanced Graduate Studies in Educational Leadership. CAS offers programs of study at both the University Campus and Westbrook College Campus. [Website](#).

#### **College of Arts and Sciences Mission**

The College of Arts and Sciences at the University of New England is a coeducational college committed to academic excellence. We seek to help students find and fulfill their own unique potential. Through study and research in the arts and sciences, the faculty of the college challenge students to set and reach for higher intellectual and professional goals and to develop powers of critical assessment, analysis, expression, aesthetic sensibility, and independent thought. The faculty and administration of the college also endeavor to help students participate in shaping the culturally diverse and interdependent world in which they live. Curricular offerings give students the tools to face life challenges by enhancing their awareness of environmental, social, and global issues, and by fostering values that sustain healthy communities. Students are urged to pursue these objectives not only in their course

work, but also through attendance at cultural events, participation in campus organizations and activities, and services to others.

### **The College of Health Professions**

The College of Health Professions (CHP) offers associate and bachelor degrees through the Dental Hygiene, Nursing & Health Service Management and Occupational Therapy programs, master degrees through the Nurse Anesthesia, Physician Assistant, Occupational Therapy, and Social Work programs, a Doctorate in Physical Therapy and certification in fields of addictions and gerontology and the Graduate Certificate of Public Health. The College of Health Professions offers programs of study at both the University Campus and primarily on the Westbrook College Campus.[Website](#).

### **College of Health Professions Mission**

The College of Health Professions provides students with dynamic educational experiences that emphasize an integrated and interdisciplinary perspective on health and healing, based on a comprehensive definition of health and well-being that incorporates biological, psychological, social and spiritual dimensions aimed at enhancing the quality of life for all members of society.

### **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.[Website](#).

### **College of Osteopathic Medicine Mission**

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

### **Office of Continuing Education**

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

## **Additional Information**

Click below for further information about the University campuses, programs and surrounding area:

[University Campus](#)  
Biddeford, Maine

[Westbrook College Campus](#)  
Portland, Maine

[Integrated, Interdisciplinary Health and Healing \(I2H2\) Education](#)  
Training, Research and Practice

[Communities in Proximity to the University of New England Campuses](#)

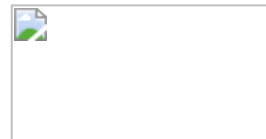
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## Courses for 2004-2005

This is the course description portion of the University of New England Undergraduate and Graduate Catalog for the College of Arts and Sciences and the College of Health Professions. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#)	[AMS](#)	[ANE](#)	[ANT](#)	[ART](#)	[ATC](#)	[BIO](#)	[BUAC](#)	[BUEC](#)	[BUFI](#)	[BUMG](#)	[BUMK](#)	[CHE](#)	
[CIT](#)	[CITM](#)	[DEN](#)	[EDU](#)	[ENG](#)	[ENV](#)	[ESL](#)	[EXS](#)	[FRE](#)	[GEO](#)	[GER](#)	[GPH](#)	[HIS](#)	[HSM](#)
[IHH](#)	[LAC](#)	[LIL](#)	[LILE](#)	[LILH](#)	[LIT](#)	[LSC](#)	[MAT](#)	[MUS](#)	[NSG](#)	[OTR](#)	[PAC](#)	[PHI](#)	[PHY](#)
[PSC](#)	[PSR](#)	[PSY](#)	[PTH](#)	[REL](#)	[SOC](#)	[SPA](#)	[SPC](#)	[SPT](#)	[SSW](#)				

### Addictions Certificate Program

#### ACP 510 - Substance Abuse

**Credits:** 3.00

History of drug use in the U.S., trends in treatment of drug abuse, models of addiction, basic addiction approaches, and sociocultural perspectives on addiction are presented. Interventions and levels of treatment, environmental influences of substance abuse, and gender differences in treatment and recovery are discussed. Expectations for addictions recovery are explored. Current addictions policies and services are critiqued. (Cross- listed with SSW 585)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

#### ACP 520 - Pharmacology:Drugs & Behavior

**Credits:** 3.00

This course examines concepts in psycho- pharmacology, neurophysiology, psychoactive drug classification. Physiological, and psycho-logical aspects of psychopharmacological agents used in the treatment of psychiatric disorders are presented. Psychopharmacology with the geriatric population are explored. The parts of the brain affected by alcohol, marijuana, opiates, cocaine, and other street drugs are discussed. (Cross-listed with SSW 627 and GER 627)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

#### ACP 530 - Addictions Counsel/Family Dyn

**Credits:** 3.00

Addictions and family dynamics are examined, with an emphasis on family systems theory and treatment models. Various theories are presented as models for understanding the process clients experience in family treatment. (Cross- listed with SSW 625)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

#### ACP 540 - Soc Work Practice W/Groups

**Credits:** 3.00

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. (Crosslisted as SSW 571 and GER 571) aid and empowerment. Group dynamics and development are explored, with attention to agency, community, and cultural contexts. (Cross-listed with SSW 571)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

#### **ACP 550 - Advanced Psychosocial Assess**

**Credits:** 3.00

APA provides students advanced knowledge and skills in the assessment of client concerns. Skills of recognizing and using assessment interviewing as intervention are explored and developed. Students examine problem definition; relationship between diagnosis and assessment; collaborative assessment processes; identifying personal, social, and organizational resources; historical assessment; cultural competency; contextual assessment skills; and the relationship between assessment and intervention. (Cross- listed with SSW 597)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

#### **ACP 555 - Legal and Ethical Issues**

**Credits:** 3.00

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court. (Cross-listed with SSW 624 and GER 560)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

#### **ACP 570 - Independent Study**

**Credits:** 2.00

Choose from one or more of the following options: Life Experience Portfolio, Previous Course Work, Internship

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

### **American Studies**

#### **American Studies AMS 105 - Intro to American Studies**

**Credits:** 3.00

An introductory survey of methodologies and critical theories from the humanities and social studies 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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

#### **AMS 202 - American Identity & History**

**Credits:** 3.00

This course will expose students to a variety of sources which bear on the subject of American national identity and character. While due consideration will be given to the variety and diversity that characterizes Americans, attention will also be given to what all Americans may have in common. (Cross-listed with HIS 202)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

#### **AMS 204 - Growing Up Female**

**Credits:** 3.00

From "sugar and spice and everything nice" to "a woman's place is in the House... and Senate" the expectations for a girl's life mirror the ever-changing social, cultural, religious, and political

conditions in the United States. In our examination of girlhood from the 17th to the 21st century we will learn of society's changing expectations for females, and the political and cultural roles Americans believed girls played in society. (Cross-listed with HIS 204).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **AMS 206 - Diaries, Journals & Letters**

**Credits:** 3.00

An examination of diaries, journals, and letters of American men and women both prominent and unknown. We'll study the shift from the use of such writings as teaching tools, meant to be read by others, to the more modern practice of diaries and letters as private documents. In addition to examining what people wrote and why they wrote, we'll give critical consideration to the use of diaries, journals, and letters in historical research. (Cross-listed with HIS 206)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **AMS 250 - American Women's History**

**Credits:** 3.00

An examination of women as integral players and participants in American history from 1600 to the mid-nineteenth century. (Cross-listed with HIS 250).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **AMS 251 - American Women's History II**

**Credits:** 3.00

An examination of women as integral players and participants in American history from the mid-nineteenth century to present day. (Cross-listed with HIS 251)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **AMS 315 - Topics in American Studies**

**Credits:** 3.00

An advanced course for the in-depth, interdisciplinary study of a particular period, region, or theme of American culture. Topics to be determined by the teaching faculty. (Cross-listed with HIS 315)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **AMS 337 - Topics in Women's History**

**Credits:** 3.00

An examination of selected topics in women's history. Topics will vary from semester to semester according to faculty and student interest. (Cross-listed with HIS 337)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **AMS 338 - American Communal Experiments**

**Credits:** 3.00

Throughout American history, inspired individuals have grouped together in an attempt to craft a new American society, a utopia to improve, or replace, institutions of the mainstream society of the day. Some groups- such as the Shakers-chose a celibate, communal life. Others- such as the Oneida Perfectionists- chose a lifestyle of multiple marriage partners. The Woman's Commonwealth was entirely female; the Koreshan Unity believed we inhabit the inside of a hollow sphere. By studying a variety of communal experiments from the late 18th century to present day, we'll gain insight into the social, economic, political, and other problems that challenged Americans in times both past and present and led some to attempt to create a better society. (Cross-listed with HIS 338)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

**AMS 400 - Am Studies 4th Yr Seminar****Credits:** 3.00

A research seminar in which students will be responsible for creating an original research paper based on an analysis of primary source materials. Fourth-year standing and the permission of the instructor required.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**Restrictions:**

Must be enrolled in one of the following Major(s):

American Studies

**AMS 470 - American Studies Internship I****Credits:** 3.00

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. Minimum cumulative grade point average of 2.5, third-year standing, and permission of the instructor required.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**Restrictions:**

Must be enrolled in one of the following Major(s):

American Studies

**Nurse Anesthesia ANE 504 - Pharmacology I****Credits:** 3.00

Basic principles of pharmacology, covering mechanisms of drug uptake, action, and removal from the body as it relates to cardiovascular, nervous and endocrine systems.

**College:** College of Health Professions**Division:** Graduate**Department:** Master Sci Nurse Anesthesia Prog**ANE 505 - Anatomy for Nurse Anesthetists****Credits:** 3.00

A general review of gross anatomy with particular emphasis on the spinal cord, peripheral nerve plexus, and other areas of importance to nurse anesthesia.

**College:** College of Health Professions**Division:** Graduate**Department:** Master Sci Nurse Anesthesia Prog**ANE 507 - Chemistry/Physics****Credits:** 3.00

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.

**College:** College of Health Professions**Division:** Graduate**Department:** Master Sci Nurse Anesthesia Prog**ANE 601 - Prof Aspects Anesthesia I****Credits:** 2.00

A presentation of topics related to the practice of anesthesia, including stress, legal aspects, ethics, substance abuse, insurance, and professional organizations.

**College:** College of Health Professions**Division:** Graduate**Department:** Master Sci Nurse Anesthesia Prog**ANE 602 - Principles of Anesthesia I****Credits:** 3.00

An overview of anesthesia, with emphasis on pre- and post-operative evaluation, charting, and

laboratory analysis. Principles and practices associated with anesthesia machines, ventilators, and other equipment, monitoring, airway management, blood transfusion therapy, positioning, and fluid management.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 603 - Physiology I**

**Credits:** 5.00

Comprehensive study of the anatomy, physiology, and pathophysiology of the nervous, muscle, endocrine systems and renal systems.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 604 - Physiology II**

**Credits:** 5.00

Basic principles of human physiology with emphasis on membrane, cellular, and tissue mechanisms common to many organ systems. Comprehensive study of human physiology and pathophysiology with emphasis on the muscle, endocrine and cardiovascular systems.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 606 - Pharmacology II**

**Credits:** 4.00

Comprehensive study of the anatomy, physiology, and pathophysiology of the respiratory, renal and nervous systems.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 609 - Research Methods Seminar**

**Credits:** 3.00

This course focuses on preparing students to critically analyze and develop research. Emphasis is placed on reading and interpreting published research in terms of applicability to the health care professional. Discussion groups, class presentations and lectures will use research articles to clarify and expand on key research concepts.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 613 - Research Practicum I**

**Credits:** 3.00

This course consists of independent study and the preparation of a research report based on a research or teaching project

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 619 - Special Topics in Anesthesia**

**Credits:** 2.00

Topics Include: Pain Management, Difficult Airway, and Business Issues.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 620 - Clinical Review**

**Credits:** 1.00

Review of clinical and didactic material in preparation for the national certifying exam.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

### **ANE 622 - Principle Didactic Instruction**

**Credits:** 1.00

A perspective into the role and responsibilities of the nurse anesthetist as an educator. Designed to prepare future nurse anesthetists for the role of a professional educator.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

**ANE 623 - Principles of Anesthesia II**

**Credits:** 3.00

Advanced anesthesia principles including special considerations for respiratory, cardiovascular, hepatorenal, endocrine, and neuro anesthesia.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

**ANE 624 - Anesthesia Principles III**

**Credits:** 3.00

Advanced anesthesia principles related to regional, geriatric/MAC, obstetric, trauma, musculoskeletal anesthesia, and other procedures.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

**ANE 625 - Principles of Anesthesia IV**

**Credits:** 4.00

Advanced anesthesia principles including special consideration for pediatric, collagen disorders, organ transplantation, trauma/burns, and other procedures.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Prog

**ANE 626 - Prof Aspects of Anesthesia II**

**Credits:** 2.00

A continuation of Professional Aspects of Anesthesia I. Issues involving the profession are explored.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesthesia Program

**Anthropology ANT 101 - Introduction to Anthropology**

**Credits:** 3.00

The physical and cultural evolution of the human species through the fields of Physical Anthropology and Archeology.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**ANT 102 - Cultural Anthropology**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**ANT 222 - Native Teachings & Prophecies**

**Credits:** 3.00

This course examines Native American experiences through oral and written tradition. Philosophy, mythology, symbolism, and spiritual beliefs of American Indians are studied. The course then moves to the conceptual dimension of prophecies. This is an in-depth comparison of authentic native beliefs, value systems, and the philosophy of life passed down from generations through oral traditional history.

**College:** Continuing Education

**Division:** Continuing Education

**Department:** Continuing Education Department

## Arts

### **ART 100 - Drawing I**

**Credits:** 3.00

Introductory art practices and theories focus students on basic drawing and design concepts. The graphic elements of line, value, shape and texture are emphasized, as are the art components of space, time and motion. Students study, review and discuss master drawings and designs from contemporary media and traditional art historical sources. Through this process the students develop evaluative and perceptive abilities to improve their own drawings and designs.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 101 - Watercolor**

**Credits:** 3.00

This course provides the background and understanding of the watercolor medium. Teaching of material use and handling will be emphasized from paper stretching through painting techniques used by the masters. This course will offer instruction in producing successful, visually articulate pictures.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 102 - Photography**

**Credits:** 3.00

An introduction to black and white photography that integrates visual design with the technical aspects of the camera and image production. Emphasis is placed on the photograph as an art form, camera selection and operation, darkroom techniques including film processing and printing. Exercises in portraiture, landscape photography, and photojournalism. Students must have access to a 35mm camera.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 104 - Painting I**

**Credits:** 3.00

An introduction to painting. This course offers instruction in handling of oil paint, paint surfaces and all techniques involved in painting production. Through a series of painting problems, students will become adept in creating paintings that focus on color and personal language. Exploration of limited palettes, underpainting, composition and ways to begin, develop and resolve paintings will be covered extensively.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 105 - Elements of Acting**

**Credits:** 3.00

This introductory course is designed to draw out and develop the skills basic to acting on stage. Students will participate in numerous acting exercises, including improvised scenes and monologues. They will discover ways to develop a "character" by drawing on their own inner resources and personal experiences. Since believable acting is rooted in spontaneous reacting, students will get plenty of opportunity to practice the wonderful risk of remaining "in the moment" on stage. While reflection and discussion are important components of any acting course, this practicum is an "on your feet", kinesthetic learning experience.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 106 - Two-Dimensional Design**

**Credits:** 3.00

Establishes a foundation in art by introducing the fundamentals, elements and principles of

design. Integrates theories stemming from the context of art history with practical design problems of present day. Gives the necessary background for appreciating art in a variety of settings in our contemporary world.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 110 - Ceramics I**

**Credits:** 3.00

Introduction to wheel-throwing and hand-building techniques, glaze preparation, and the process of firing.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 113 - Sculpture I**

**Credits:** 3.00

A comprehensive exploration into low and high relief and full-round forms using clay and plaster as materials. Introduction to mold making as a duplicating method. Emphasis is on development of personal standards in technique expression.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 114 - Printmaking**

**Credits:** 3.00

A survey of the techniques and history of printmaking. Investigation of relief and intaglio printmaking process. Covers both black and white and color printing processes.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 115 - Introduction to Dance**

**Credits:** 3.00

This introductory dance course is designed for students with and without previous dance training. Students will engage in a range of yoga exercises and improvisational dance techniques to develop breath control, strength, flexibility, and spontaneity. Students will also be given the opportunity to explore improvisational dance concepts such as spatial, tempo, rhythm and directional variations, and moving with intention. Themes will be generated from literature, musical scores, ordinary objects, photographs, fabric, observations, and life experiences. The end of class period will be devoted towards integrating the above concepts into designing individual and group dances. Each student will be asked to create, participate in, and demonstrate a dance developed over the course of our time together.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 117 - History & Techniq of Art Criti**

**Credits:** 3.00

The focus of this course is to trace the history of art criticism from antiquity to the present, and the to investigate methods of criticism used to interpret and evaluate work of art. Since believabke acting is rooted in s spontaneous reacting, students will get plenty of opportunity to practice the wonderful risk of remaining "in the moment" on stage. While reflection and discussion are important components of any acting course, this practicum is an " on your feet," kinesthetic learning experience.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **ART 190 - Independent Study in ART**

**Credits:** 1.00 to 12.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

**ART 200 - Drawing II****Credits:** 3.00

Through a series of visual exercises and problems, students will develop a personal visual language. Exploring line, shape, value and color, students will continue to develop skills in the drawing venue. Problems will be offered to help articulate a skillful artistic language and dialogue.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**Pre-requisites:** ART 100 Minimum Grade: D or FAR 100 Minimum Grade: D**ART 204 - Painting II****Credits:** 3.00

I Advanced studio work in painting media. Students explore their individual directions with the consultation of the instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**Pre-requisites:** ART 104 Minimum Grade: D**ART 210 - Art History Survey I****Credits:** 3.00

Students will be introduced to painting, sculpture, and architecture of major Western and Non-Western cultures beginning with prehistory throughout medieval Europe. This course will examine the evolution of art and artist, making connections and comparisons between social and political roles the arts have played throughout art history.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**ART 211 - Art History Survey II****Credits:** 3.00

Art History Survey II analyzes painting, sculpture and architecture from Western and Non-Western traditions of the Renaissance to the present. Students will study formal and technical development as well as the political, religious and social effects on artists. A goal of this course is to link artistic influences of the past to modern culture. Museum field trips will be included.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**ART 212 - Ceramics II****Credits:** 3.00

Ceramics II includes advanced study of wheel-built and hand-built forms, glaze preparation, and kiln operation.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**Pre-requisites:** ART 110 Minimum Grade: D**ART 213 - Sculpture II****Credits:** 3.00

A continuation of complex molding systems and an extension into a variety of materials and techniques most not historically associated with sculptural construction.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**Pre-requisites:** ART 113 Minimum Grade: D**ART 250 - Hist & Tech of Art Criticism****Credits:** 3.00

The focus of this course is to trace the history of art criticism from antiquity to the present, and to investigate methods of criticism used to interpret and evaluate works of art.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department



**ART 260 - Renaissance and Baroque Art****Credits:** 3.00

The history of Western art from Florentine early Renaissance sculpture through French Rococo architecture.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**ART 270 - Art in Modern World****Credits:** 3.00

A look at 19th Century Romanticism at its peak and the surfacing of Realism, Impressionism, and Post- impressionism which paved the way for the major art movements of the 20th Century. Expressionism, Art Nouveau, Cubism, Surrealism, Abstract Art, Op and Pop Art and the New Realism of the mid-20th Century.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**ART 290 - Independent Study in ART****Credits:** 1.00 to 12.00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**ART 300 - Drawing III****Credits:** 3.00

Advanced studio works in drawing. Students explore their individual directions in drawing mediums with the consultation of the instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**Pre-requisites:** ART 200 Minimum Grade: D**ART 301 - Independent Study in Art****Credits:** 1.00 to 9.00

Independent study offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the department chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 and possess the appropriate background and interest to pursue the proposed area of study.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**ART 304 - Painting III****Credits:** 3.00

A continuation of Painting II. Students develop a body of work reflecting individual directions with the consultation of the instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts Department**Pre-requisites:** ART 204 Minimum Grade: D**ART 313 - Sculpture III****Credits:** 3.00

A continuation of working in the round, emphasis is on development of a personal direction in technique and vision.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Creative & Fine Arts Department  
**Pre-requisites:** ART 213 Minimum Grade: D

## Athletic Training Education

### **ATC 100 - Intro. to Athletic Training**

**Credits:** 1.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### **ATC 101 - Injury Prevention and Risk Management**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### **ATC 150 - Acute Care of Injury & Illness**

**Credits:** 2.00

This course introduces the topics of first aid and cardiopulmonary resuscitation to individuals preparing for employment in the allied health fields. Immediate first aid and injury management for the active population will be the focus of the course. Students completing the course will receive certifications from the American Red Cross in First Aid and CPR.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### **ATC 299A - Athletic Train Clinical Exp I**

**Credits:** 2.00

This experience is structured to provide the student with the opportunity to develop competency in the domains of athletic training. The clinical focuses on the management of risk and the prevention of athletic injuries in a variety of settings throughout Southern Maine. The process of differential evaluation is emphasized, building upon methodologies learned in ATC 101 and 150. This clinical experience partially fulfills the requirements of NATABOC certification examination.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Athletic Training Education

**Pre-requisites:** ATC 150 Minimum Grade: D and ATC 100 Minimum Grade: D

### **ATC 299B - Athletic Train Clinic Exp 2**

**Credits:** 2.00

This experience is structured to provide the student with the opportunity to develop competency in the domains of athletic training. The clinical focuses on the management of risk and the prevention athletic injuries in a variety of settings throughout Southern Maine. The process of differential evaluation is emphasized, building upon methodologies learned in ATC 101 and 150. This clinical experience partially fulfills the requirements of NATABOC certification examination.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Athletic Training Education

**Pre-requisites:** ATC 299A Minimum Grade: D

### **ATC 302 - Assessment Athletic Injuries I**

**Credits:** 3.00

First of two courses focusing on the analysis of injury patterns and the mechanisms of various joints of the upper and lower extremities of the human body. The student will be introduced to orthopedic and athletic injury evaluation techniques and theory. Special attention will be given to the predisposing health of the athlete, differential diagnosis, appropriate referral protocols, and proper medical documentation. Practical laboratory experience for this class will be obtained in ATC 399A (taken concurrently).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** ATC 101 Minimum Grade: D and BIO 345 Minimum Grade: D

### **ATC 304 - Assessment Athletic Injuries II**

**Credits:** 3.00

Second of two courses focusing on the analysis of patterns and mechanisms of injury to various joints of the upper and lower extremities of the human body. The student will be exposed to orthopedic and athletic injury evaluation techniques and theory. Special attention will be given to the predisposing health of the athlete, differential diagnosis, appropriate referral protocols, and proper medical documentation. Practical laboratory experience for this class will be obtained in ATC 399B (taken concurrently)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** ATC 302 Minimum Grade: D

### **ATC 333 - Gross Anatomy**

**Credits:** 3.00

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, cadaveric and anatomical models

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** BIO 345 Minimum Grade: D

### **ATC 399A - Ath Train. Clinical Exp 3**

**Credits:** 2.00

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. This clinical experience partially fulfills the requirements of the NATABOC certification examination.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Athletic Training Education

Exercise & Health Promotion

**Pre-requisites:** ATC 299B

### **ATC 399B - Ath Train. Clinical Exp 4**

**Credits:** 2.00

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 ATC 299. This clinical experience partially fulfills the requirements of

NATABOC certification examination.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** ATC 399A Minimum Grade: D

#### **ATC 400 - Independent Study ATH**

**Credits:** 1.00 to 9.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

#### **ATC 430 - Therapeutic Modalities**

**Credits:** 3.00

Advanced athletic training course that focuses on the ways in which human anatomy and injury mechanisms are affected by the use of current athletic training modalities such as ultrasound, electrical muscle stimulation, iontophoresis, and massage. Special attention will be given to indications and contraindications for each modality, as well as how it fits into the larger treatment plan.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** ATC 440 Minimum Grade: D

#### **ATC 440 - Therapeutic Exercise**

**Credits:** 3.00

This course provides an in-depth study of the principles, objectives, indications, contraindications, and progression of various modes of conditioning and reconditioning exercises. Special attention is given to the interaction between human physiology and the therapeutic aspect of exercise. Methods for evaluation, progress assessment, and development of return-to-activity criteria are discussed and implemented. Clinical laboratory experience included. Registered concurrently with ATC 304.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** EXS 320

#### **ATC 450 - Medical Aspects of Sport**

**Credits:** 3.00

This course is designed to provide the student with the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. Pharmacological applications, including the awareness of the indications, contraindications, precautions, and interactions of medications, and the governing regulations relevant to the treatment of injuries to and illnesses of athletes will also be covered.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

#### **ATC 480 - Admin Athletic Training Prog**

**Credits:** 3.00

This course is designed to provide the student with the opportunity to apply concepts of program administration and risk management as they relate to injury care and recognition. The administration core entails policies and procedures that accompany the daily functioning of the athletic health care program. The sequence of the course in the academic plan also provides the student with the opportunity to apply these objectives in the clinical aspect of their education.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** ATC 304 Minimum Grade: D

#### **ATC 499A - Ath Train. Clinical Exp 5**

**Credits:** 2.00

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. This clinical experience partially fulfills the requirements of the NATABOC certification examination.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Athletic Training Education

**Pre-requisites:** ATC 399B

### **ATC 499B - Athletic Train Clinic Exp 6**

**Credits:** 2.00

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. This clinical experience partially fulfills the requirements of the NATABOC certification examination.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Athletic Training Education

**Pre-requisites:** ATC 499A

## Biology

### **BIO 100 - Biology I**

**Credits:** 4.00

Course is an introduction for students to basic concepts and unifying principles of biology. Topics covered include, cell and molecular biology, cell and organismal anatomy and physiology, energetics, reproduction and heredity. Fieldwork and laboratory are an integral part of the course. Required of all entering DBS and DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 100L

### **BIO 100L - Biology I Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 100

### **BIO 101 - Biology II**

**Credits:** 4.00

Course continues the concepts of general biology with a focus on evolution, ecology, diversity of life on earth and the scientific method. Fieldwork and laboratory are an integral part of the course. Required of all entering DBS and DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 101L

**Pre-requisites:** BIO 100 Minimum Grade: D

### **BIO 101L - Biology II Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 101

### **BIO 104 - General Biology**

**Credits:** 4.00

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. If BIO 104 has been taken and a student switches to a DBS major, then an additional BIO 200+ MUST be taken to meet DBS requirements.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 104L

### **BIO 104L - General Biology Lab**

**Credits:** .00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 104

### **BIO 200 - Genetics**

**Credits:** 5.00

This course presents an integrated approach to the two major branches of genetics-classical Mendelian genetics is explored alongside the modern discoveries of molecular genetics. Topics covered include inheritance, transcription/translation, mutation, chromosome structure, genomics and molecular evolution. The associated lab provides students with an opportunity to explore the techniques and technologies of modern genetics including PCR, gel electrophoresis and computer analysis of DNA sequences. The course has been offered as a traditional 4 credit, or an experimental 5 credit, model (to be determined by the Biology dept). In the 5 credit model, recitation sections allow small groups of students guided practice in problem solving techniques.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 200L, BIO 200S  
**Pre-requisites:** ( BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D ) and ( MAT 150 Minimum Grade: D or MAT 180 Minimum Grade: D or LAC 022 Minimum Grade: D )

### **BIO 200L - Genetics Lab**

**Credits:** .00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 200, BIO 200S

### **BIO 200S - Genetics Recitation**

**Credits:** .00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 200, BIO 200L

### **BIO 203 - Histology**

**Credits:** 4.00

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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department

**Co-requisites:** BIO 203L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

**BIO 203L - Histology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 203

**BIO 204 - Parasitology**

**Credits:** 4.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 204L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

**BIO 204L - Parasitology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 204

**BIO 208 - Intro Anatomy & Physiology I**

**Credits:** 4.00

Course provides an overview anatomical and physiological of human structure and function. Human gross anatomy and histology is related to cell, tissue, and organ level physiology for each of the major body systems. Topics include the musculoskeletal and central nervous systems. A three-hour laboratory session is an integral part of the course. Only offered at WCC.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 208L

**BIO 208L - Intro Anatomy & Phys Lab I**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 208

**BIO 209 - Intro Anatomy & Physiology II**

**Credits:** 4.00

Course continues the human anatomy and physiology topics and includes cardiovascular, renal and endocrine systems. Three-hour laboratory session is an integral part of the course. Only offered at WCC.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 209L

**Pre-requisites:** BIO 208 Minimum Grade: D

**BIO 209L - Intro Anatomy & Phys II Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 209

### **BIO 215 - Microtechniques**

**Credits:** 3.00

In this laboratory course students learn to prepare thin sections of vertebrate organs for microscopic observation. Techniques and topics include fixation, sectioning, staining, and mounting. A trip to a nearby pathology laboratory is included.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

### **BIO 220 - Invertebrate Zoology**

**Credits:** 4.00

A general study of the invertebrate phyla with special emphasis on their morphology, life histories, distributions, and phylogenetic relationships. Students will acquaint themselves with the inshore marine invertebrates through field trips to neighboring marine habitats. Laboratory work involves identification and dissection of common invertebrate species.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 220L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

### **BIO 220L - Invertebrate Zoology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 220

### **BIO 221 - Principles of Aquaculture**

**Credits:** 3.00

Principles and practices of aquaculture from international, national and local perspectives. Topics covered include a survey of culture techniques used in growing common fish and invertebrate bivalve species. Aspects of hatchery management and grow out will be discussed covering genetic selection, nutrition and feeding, health maintenance, fish and bivalve farm structure, product processing and environmental factors. Includes field trips to commercial hatcheries and farms.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

### **BIO 222 - Tech Finfish/Shellfish Culture**

**Credits:** 4.00

A combined lecture and hands-on laboratory course in selected techniques in finfish and shellfish culture. Topics covered include anatomy of cultured species of fin and shellfish, reproductive physiology of fishes and bivalves, larval fish feeding, diagnostic procedures and drug residue testing.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 222L

**Pre-requisites:** BIO 221 Minimum Grade: D

### **BIO 222L - Finfish/Shellfish Culture Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 222



**BIO 223 - Hlth, Nutr, Feed Cultured Org****Credits:** 4.00

Principles and practical methods of health management of cultured fish bivalves, and other organisms will be discussed. Cause of disease, environmental and control measures will be presented. Also covered are principles of nutrient requirements and feeding management as it applies to cultured species.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 223L**Pre-requisites:** BIO 221 Minimum Grade: D**BIO 223L - Hlth, Nutr, Feed Cult. Org Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Day Division**Department:** Biological Sciences Department**Co-requisites:** BIO 223**BIO 224 - Remote Sensing & GIS****Credits:** 4.00

Remote sensing is a group of techniques for collecting information about an object and its surroundings without any physical contact. In this course we concentrate on aerial photography and satellite measurements, with some discussion of sonar, radar and other techniques. Application of these techniques to environmental monitoring, oceanography, agriculture, resource management, archeology and other disciplines will form the basis of the course. We will utilize computers to process and analyze a variety of imagery. Students will also gain experience using Geographic Information Systems (GIS). GIS is a way to enter, store, manipulate, analyze and display geographic or spatial data. The power of these systems is in their ability to analyze complex spatial information. GISs find application in habitat monitoring, hazardous waste management, wildlife population management, city planning, landscape ecology, and innumerable other fields. The classroom and labs sessions are combined and taught in the computer laboratory with portions of time being devoted to theory, followed by application using remote sensing data and GIS.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 224L**BIO 224L - Remote Sensing & GIS Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 224**BIO 225 - Gulf of Maine Seminar****Credits:** 1.00

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 and Aquaculture & Aquarium Science Majors.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Pre-requisites:** BIO 250 Minimum Grade: D**BIO 226 - Microbiology****Credits:** 4.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

Dental Hygiene

**Co-requisites:** BIO 226L

**Pre-requisites:** BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D or BIO 209  
 Minimum Grade: D

### **BIO 226L - Microbiology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 226

### **BIO 230 - Independent Study in BIO**

**Credits:** 1.00 to 9.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

### **BIO 245 - Gen Prin Anat/Phys/Pathophys I**

**Credits:** 4.00

This course uses an organ systems approach to examine the workings of the human body. Students are introduced to fundamental concepts of cellular biology, histology and physiology. Topics include the integumentary, skeletal, muscular and nervous systems. The course places emphasis on homeostasis and addresses pathophysiological processes. Emphasis is on the interdependent relationships between systems. Case history discussions of various illnesses help to reinforce system inter relationships. Laboratory sessions are designed to reinforce lecture concepts using dissection, models, and interactive electrophysiology equipment.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 245L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
 Minimum Grade: D

### **BIO 245L - Gen Prin Anat/Phys/Path I Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 245

### **BIO 250 - Marine Biology**

**Credits:** 4.00

This course serves 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. The course also allows students to meet the marine biology faculty.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Marine Biology

**Co-requisites:** BIO 250L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
 Minimum Grade: D

### **BIO 250L - Marine Biology Lab**

**Credits:** .00  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 250

### **BIO 251 - Plants of New England**

**Credits:** 4.00  
A study of the vegetation of the northeastern U.S. 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.  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 251L  
**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

### **BIO 251L - Plants of New England Lab**

**Credits:** .00  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 251

### **BIO 252 - Natural History Marine Mammals**

**Credits:** 3.00  
This class will emphasize study of the marine mammals found in the North Atlantic. Via readings, lectures and videos, we will investigate their ecology, behavior, unique anatomical features, and interactions with humans. Additional Marine mammal groups will review at the end of the semester.  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

### **BIO 290 - Biological Topics/Dir Studies**

**Credits:** 4.00  
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 affected 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.

**Vertebrate Biology:** The vertebrates, backbone animal belonging to the Phylum Chordata, span over 500 million years of evolution and include our own human ancestry. Fishes, amphibians, reptiles, birds, and mammals account for only about five percent of all known species on earth but are among the largest, most active and most intelligent animals occupying the water, land and air. Their colonization of these habitats constitutes a fascinating and important aspect of life, both living and fossil, through lectures, class discussions, and laboratory examination of representative organisms. Prerequisite: BIO 100, 101 & 104 or equivalent.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department  
**Co-requisites:** BIO 290L  
**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

### **BIO 290L - Topics in Biology:**

**Credits:** .00  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences Department

**Co-requisites:** BIO 290

### **BIO 295 - Biological Science Internship**

**Credits:** 3.00 to 4.00

First and second year students intending to major or minor in the Biological Sciences disciplines, including marine biology, aquaculture and aquarium sciences, psychobiology (with a marine mammal interest), pre- physician's assistant, and medical biology, are encouraged to apply theory and methods in the practical environment of a public or private research facility, a government agency, an advocacy group, or other organization for a semester or summer of part- or full-time work experience. Students agree to follow a curriculum guideline as outlined in the DES/DBS Internship Packet. Grades are determined by the Internship Coordinator and reflect an array of assignments including on-site work performance, journaling, regular discussion sessions with the Internship Coordinator and a final multi-media presentation. Students must apply for the Internship course through the Internship Coordinator, and students are assisted in researching, finding, applying for and being placed in local, regional, national and international internship positions. Among others, students are encouraged to seek opportunities with the UNE Marine Science Center, Bigelow Laboratories for Ocean Sciences, and Southern Maine Medical Center.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

### **BIO 302 - Gross Anatomy**

**Credits:** 6.00

Course is an in-depth study of the structure and relationships of the various organ systems of the human body. All structures and organ systems are covered, however, primary emphasis is placed on the musculoskeletal system. Laboratory utilizes prosected cadavera, anatomical models and skeletal material.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Restrictions:**

**Co-requisites:** BIO 302L

**Pre-requisites:** BIO 209 Minimum Grade: D or BIO 345 Minimum Grade: D

### **BIO 302L - Gross Anatomy Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 302

### **BIO 309 - Pathophysiology**

**Credits:** 3.00

This course introduces students to the courses, mechanisms and consequences of non-infectious diseases. Emphasis will be placed on diseases that are prevalent in the U.S. population. This course only offered on WCC.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Pre-requisites:** BIO 209 Minimum Grade: D or BIO 345 Minimum Grade: D

### **BIO 310 - Phycology**

**Credits:** 4.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 310L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D

**BIO 310L - Phycology Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 310**BIO 319 - Ornithology****Credits:** 4.00

A survey of the world's major families of birds. Topics include evolution, classification, distribution, anatomy, ecology, behavior and vocalization, nesting, migration and identification. Birds are an integral and conspicuous element of the natural world. As such, they provide an opportunity for the application of principles and concepts of scientific observation. Fieldwork and laboratory are an integral part of the course.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 319L**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D**BIO 319L - Ornithology Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 319**BIO 322 - Comparative Animal Physiology****Credits:** 4.00

This course will take a comparative approach to the physiology of animals. Students are introduced to a variety of animal systems and homeostatic and adaptive mechanisms. Adaptive mechanisms from the molecular to the organismal level will be considered. Laboratory included. Third year DBS status or instructor permission required.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 322L**Pre-requisites:** ( BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D ) and ( CHE 111 Minimum Grade: D or CHE 130 Minimum Grade: D ) and ( MAT 150 Minimum Grade: D or PSY 225 Minimum Grade: D )**BIO 322L - Comparative Animal Phys lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 322**BIO 323 - Prin Aquarium Operations/Sci****Credits:** 4.00

Course involves in-depth study of the scientific, curatorial, technical, managerial and educational components of aquarium operations.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 323L**Pre-requisites:** BIO 221 Minimum Grade: D**BIO 323L - Prin Aquarium Science Oper Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 323

**BIO 330 - Comparative Vertebrate Anatomy****Credits:** 5.00

This course is a study of vertebrate structure and function. Lecture focuses on concepts of vertebrate morphology while the laboratory places emphasis on the student's knowledge of anatomical form and function. Laboratory is an integral part of the course. Third year DBS status or instructor permission required.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 330L**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D**BIO 330L - Comparative Vert. Anat. Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 330**BIO 331 - Biology of Fishes****Credits:** 4.00

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. Third year DBS status required.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 331L**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D**BIO 331L - Biology of Fishes Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 331**BIO 333 - Evolution****Credits:** 3.00

This course will focus on the study of the evolutionary process-both microevolution (changes in gene frequencies of populations) and macro-evolution (speciation). Topics of study will include: ecological adaptations and change, populations genetics, natural selection, sexual selection, species interactions, and the evolution of life history. We will discuss two case studies at the end of the semester. The evolution of senescence and the evolution of sex covered. Prerequisites: BIO 200- Genetics

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Pre-requisites:** BIO 200 Minimum Grade: D**BIO 335 - Animal Behavior/Behav Ecology****Credits:** 4.00

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. Third year DBS status or instructor permission required.

**College:** College of Arts and Sciences**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 335L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D

**BIO 335L - Animal Behavior/Behav Eco Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 335

**BIO 340 - Embryology**

**Credits:** 4.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 340L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D

**BIO 340L - Embryology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 340

**BIO 345 - Gen Prin Anat/Phys/PathophysII**

**Credits:** 5.00

Course continues studies of the human endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. Case history discussions of various illnesses help to reinforce anatomy, physiology and pathophysiology inter-relationship among organ systems. Laboratory sessions are designed to reinforce lecture concepts using dissection, models, and interactive electrophysiology equipment. In addition, students design and perform course material based projects.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 345L

**Pre-requisites:** BIO 245 Minimum Grade: D

**BIO 345L - Gen Prin Anat/Phys/Path II Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 345

**BIO 350 - Ecology**

**Credits:** 4.00

A study of organisms and how they interact with one another and with their nonliving environments. Subject matter progresses in scale from small to large-from individuals and the growth of populations to species interactions, the distribution of communities and the function of ecosystems. Outdoor activities stress the interplay between field observation and experiment. Third year DBS and DES status or instructor permission required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 350L

**Pre-requisites:** ( BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104

Minimum Grade: D ) and MAT 180 Minimum Grade: D

**BIO 350L - Ecology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 350

**BIO 355 - Biology of Marine Mammals**

**Credits:** 4.00

This class is an overview of the field of marine mammalogy. Aspects of marine mammal (whales, dolphins, seals, sea lions, manatees, dugongs, walrus, sea otters and polar bear) biology covered include: evolution, taxonomy, morphology, physiology (sensory systems, diving, reproduction), cognition, foraging and reproductive energetics, mating systems, and ecology. The laboratory includes a field trip to Harvard Museum of Comparative Zoology, videos of marine mammal research, and demonstrations of concepts discussed in class. Third year DBS status or instructor permission required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 355L

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D

**BIO 355L - Biology of Marine Mammals Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 355

**BIO 360 - Oceanography**

**Credits:** 4.00

Application of the laws of thermodynamics and principles of chemistry, biology, and ecology to the world's oceans will be made. Students explore the formation of the oceans, their chemical composition, physical properties, currents, and biological inhabitants. Global issues and human interactions serve to focus discussions. Laboratory is an integral part of the course. Third year DBS status or instructor permission required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 360L

**Pre-requisites:** ( BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D ) and ( CHE 111 Minimum Grade: D and ENG 110 Minimum Grade: D )

**BIO 360L - Oceanography Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 360

**BIO 365 - Immunology**

**Credits:** 4.00

Course covers fundamental principles of immunology with emphasis on antibody formation, immunoglobulin molecules, hypersensitivity reactions and the cellular basis for the immune response. Laboratory is an integral part of the course.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 365L

**Pre-requisites:** BIO 104 Minimum Grade: D and BIO 101 Minimum Grade: D and CHE 110 Minimum Grade: C- and CHE 111 Minimum Grade: D



**BIO 365L - Immunology Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 365**BIO 370 - Cell & Molecular Biology****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:****Pre-requisites:** BIO 200 Minimum Grade: D**BIO 381 - Limnology****Credits:** 4.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 381L**Pre-requisites:** ( BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D ) and ( CHE 111 Minimum Grade: D ) and ( PHY 200 Minimum Grade: D or PHY 110 Minimum Grade: D ) and ( PHY 201 Minimum Grade: D or PHY 111 Minimum Grade: D )**BIO 381L - Limnology Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 381**BIO 402 - Phys Topics:Cardiovascular Phy****Credits:** 4.00

The physiology topics course explores the working of the cardiovascular system, building on the foundation provided by ( General Principles of Human Anatomy, Physiology, and Pathophysiology II). The focus of the course will 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 systems. Students explore the primary literature and conduct presentations throughout the course. Offered on University Campus in Fall semester. Prerequisite: BIO 345 or equivalent course.

**Lecture:** 4.00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 402L**Pre-requisites:** BIO 345 Minimum Grade: D**BIO 402L - Phys Tpcs:Cardio Phys Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Biological Sciences Department**Co-requisites:** BIO 402**BIO 404 - Neuroscience**

**Credits:** 4.00

A study of the structure and function of the human peripheral and central nervous system, including vascular components and the special senses. Nervous system control of movement is emphasized. Laboratory experience includes anatomical models and human nervous system material (dissection/sections).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Pre-requisites:** BIO 209 Minimum Grade: D or BIO 345 Minimum Grade: D

**BIO 410 - Biological Sciences Research**

**Credits:** 1.00 to 9.00

This course is for advanced majors who may wish to undertake directed research as a special course. Prerequisite: A carefully prepared written plan of proposed research must be presented to and be approved by the instructor prior to registration. Typically reserved for Third or Fourth-year standing DBS status with a minimum of a "B" average, although exceptions can be made for more junior status, and permission of instructor is required.

**College:** College of Arts and Sciences

**Division:** Day Division

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**BIO 415 - Indep Study-Biological Science**

**Credits:** 1.00 to 9.00

In this course students pursue directed studies under the supervision of a faculty sponsor. Students may engage in study of topics which, are not part of the regularly offered courses. Prerequisite: A carefully prepared written plan of study & evaluation approved by instructor. Third or Fourth-year standing required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**BIO 420 - Topics in Marine Biology**

**Credits:** 3.00

This is an upper-level seminar course exploring in detail an advanced topic in marine biology such as: threatened and endangered marine mammals and marine resource ecology. The specific topic of the seminar varies by semester.

**Biodiversity:**

**College:** College of Arts and Sciences

**Division:** Day Division

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:**

**Pre-requisites:** BIO 250 Minimum Grade: D or BIO 350 Minimum Grade: D

**BIO 430 - Topics in Molecular Biology**

**Credits:** 3.00

This is an upper-level seminar course exploring in detail an advanced topic in molecular biology such as: genetics of cancer.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** CHE 351 Minimum Grade: D or CHE 310 Minimum Grade: D or BIO 370

Minimum Grade: D

**BIO 440 - Topics in Medical Biology****Credits:** 3.00

This is an upper-level seminar course exploring in detail an advanced topic in medical biology such as: medicinal chemistry and cardiovascular physiology. The specific topic of the seminar varies by semester.

**College:** College of Arts and Sciences

**Division:** Day Division

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( BIO 209 Minimum Grade: D and BIO 309 Minimum Grade: D ) or ( BIO 345

Minimum Grade: D )

**BIO 450 - Topics in Biology****Credits:** 3.00

This is an upper-level seminar course exploring in detail an advanced topic in biology such as: biodiversity. The specific topic of the seminar varies by semester.

**Pathogenesis: This class will acquaint students with the latest work in bacterial pathogenesis. Most topics, will be based on the study and review of journal articles. A secondary goal of this course is to direct the student towards thinking critically and developing verbal presentation skills when discussing scientific data. Additionally, students will learn to work and talk with others about scientific ideas.**

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104

Minimum Grade: D

**BIO 460 - Topics in Environmental BIO****Credits:** 3.00

This is an upper-level seminar course exploring in detail an advanced topic in environmental biology such as: marine resource ecology, wildlife biology or environmental physiology. The specific topic of the seminar varies by semester.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
2nd Semester Junior  
1st Semester Senior  
2nd Semester Senior

**Co-requisites:**

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

**BIO 470 - Topics in Health Biology**

**Credits:** 3.00

This is an upper-level seminar course explaining in detail an advanced topic in health biology such as: human health, evolutionary perspectives on human health. The specific topic of the seminar varies by semester.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
2nd Semester Junior  
1st Semester Senior  
2nd Semester Senior

**Pre-requisites:** BIO 100 Minimum Grade: D or BIO 101 Minimum Grade: D or BIO 104  
Minimum Grade: D

**BIO 475 - Developmental Genetics**

**Credits:** 3.00

In this course we will read and discuss research papers and reviews articles that explore the genes that drive developmental processes in worms, flies and mammals.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**BIO 480 - Biomechanics**

**Credits:** 3.00

Biomechanics covers a variety of topics, from molecules and cells to fish, plants and mammals. The approach in this course will be one Comparative Biomechanics, looking at ordinary activities and ordinary organisms. Biomechanics has direct relevance to fields as diverse as human/biomedical applications and the effects of winds and waves on plants and animals.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Pre-requisites:** BIO 100 Minimum Grade: D and BIO 101 Minimum Grade: D and PHY 200  
Minimum Grade: D and PHY 201 Minimum Grade: D and MAT 190 Minimum Grade: D

**BIO 480L - Biomechanics**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**BIO 495 - Adv Biological Sci Internship**

**Credits:** 3.00 to 9.00

Third and fourth year students majoring or minoring in the Biological Sciences disciplines, including marine biology, aquaculture and aquarium sciences, psychobiology (with a marine mammal interest), pre-physician's assistant, and medical biology are encouraged to apply theory and methods in the practical environment of a public or private research facility, a government agency, an advocacy group, or other organization for a semester or summer of part- or full-time work experience. Students agree to follow a curriculum guideline as outlined in the DES/DBS Internship Packet. Grades are determined by the Internship Coordinator and reflect an array of assignments including on-site work performance, journaling, regular discussion sessions with the

Internship Coordinator, written papers, and a final multi-media presentation. Students must apply for the Internship course through the Internship Coordinator, and students are assisted in researching, finding, applying for and being placed in local, regional, national and international internship positions. Among others, students are encouraged to seek opportunities with the UNE Marine Science Center, Bigelow Laboratories for Ocean Sciences, and Southern Maine Medical Center. Third and fourth year DBS majors only with instructor and DBS Department Chair permission.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

### **BIO 502 - Human Gross Anatomy**

**Credits:** 6.00

An in-depth study of the structure and relationship of the various organ systems of the human body. The course is divided into 4 major sections; upper extremity; back and lower extremity; head and neck; and thorax, abdomen and pelvis. This course provides an overview of human embryology organogenesis. Examination of cadavera is emphasized throughout the entire course, with a strong emphasis placed on the musculoskeletal system. Students will learn anatomical terminology and 3-dimensional anatomy to integrate with clinical correlations, utilizing state of the art diagnostic images. The laboratory utilize prosections, anatomical models, skeletal materials, and cross sections. Meet prerequisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Doctor of Physical Therapy

**Co-requisites:** BIO 502L

### **BIO 502L - Human Gross Anatomy**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** BIO 502

### **BIO 504 - Neuroscience**

**Credits:** 4.00

A study of the structure and function of the human peripheral and central nervous systems, including vascular components and special senses. Students are expected to develop a solid foundation of the knowledge and skills of nervous systems as a background to their clinical practice. Neurological control of movement and musculature is emphasized. Laboratory skills include mastery of anatomical models, gross specimens and diagnostic images. Meet prerequisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Doctor of Physical Therapy

### **BIO 590 - Marine Bio Sciences Research**

**Credits:** 3.00

This course is for post-baccalaureate students who wish to undertake directed research as a special course. The project topic will be negotiated to meet the interests of both the student and instructor. Prerequisites: an earned B.S. degree in Marine Biology and permission of the instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

### **Business Administration**

**BUAC 201 - Financial Accounting****Credits:** 3.00

This course is designed to provide an introduction to the accounting process within the context of business and business decision making. Students will explore the importance of accounting information's role in business decision making, and learn how to interpret and use the various types of accounting information found in business financial statements. This course will present accounting information primarily from a user's perspective, not a preparer's perspective, focusing on what accounting information is, why it is important, and how it is used by decision makers.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**BUAC 203 - Management Accounting****Credits:** 3.00

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 judgments.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Pre-requisites:** BUAC 201 Minimum Grade: D or ACC 201 Minimum Grade: D

<b>Business Administration</b>
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**BUEC 203 - Macroeconomics****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**BUEC 204 - Microeconomics****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**BUEC 370 - Money, Credit and Banking****Credits:** 3.00

This course traces 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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Pre-requisites:** ( BUEC 203 Minimum Grade: D or ECO 203 Minimum Grade: D ) and ( BUEC 204 Minimum Grade: D or ECO 204 Minimum Grade: D )**BUEC 380 - Economic Devel of the U.S.****Credits:** 3.00

This course provides a description and analysis of the principal features of the U.S. economic experience. Topics include the colonial relationship with England, the economics of slavery, and the industrialization and urbanization of the United States.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Pre-requisites:** ( BUEC 203 Minimum Grade: D or ECO 203 Minimum Grade: D ) and ( BUEC

204 Minimum Grade: D or ECO 204 Minimum Grade: D )

### **BUEC 390 - Environmental Economics**

**Credits:** 3.00

This course is designed to expose students to such topics as market and government failure, benefit-cost analysis, the economics of energy, Federal control policies involving air and water pollution, externalities, and environmental issues in other industrialized countries.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** ( BUEC 203 Minimum Grade: D or ECO 203 Minimum Grade: D ) and ( BUEC 204 Minimum Grade: D or ECO 204 Minimum Grade: D )

## **Business Administration**

### **BUFI 315 - Financial Management**

**Credits:** 3.00

Primary emphasis is placed on the techniques of financial report analysis, operating and financial leverage, break-even analysis, working-capital management, cost of capital and capital budgeting.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** ( BUAC 203 Minimum Grade: D or ACC 203 Minimum Grade: D ) and MAT 110 Minimum Grade: D and MAT 120 Minimum Grade: D

### **BUFI 321 - Investment Management**

**Credits:** 3.00

In this course, the student studies 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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** BUFI 315 Minimum Grade: D or MGT 315 Minimum Grade: D

### **BUFI 370 - Risk Management**

**Credits:** 3.00

This course investigates the concept of business risk by exploring the principles of risk management. Various aspects of risk management are discussed, including operational risk, environmental risk, financial risk, management risk, and regulatory risk. Special attention is given to evaluating business risks associated with loss of income, the ownership of property, and legal liability, including the role insurance plays in risk management.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** BUFI 315 Minimum Grade: D or MGT 315 Minimum Grade: D

### **BUFI 402 - Personal Finance**

**Credits:** 3.00

This course is designed to introduce students to the concepts, tools, and applications of personal finance and investments. Subject matter encompasses a variety of concepts related to financial planning, money management, insurance, investments, retirement planning, and estate planning. Students will develop a basic understanding of the benefits of personal financial planning and the logic behind the process.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** BUFI 315 Minimum Grade: D or MGT 315 Minimum Grade: D

## **Business Administration**

### **BUMG 101 - Introduction to Business**

**Credits:** 3.00

This course is designed to introduce students to the functional areas of Business: Accounting, Economics, Finance, Management, and Marketing.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

### **BUMG 200 - Management**

**Credits:** 3.00

Students will be exposed to the history of management thought and practices and contemporary management theories. Primary emphasis will be placed on the functions of management.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

### **BUMG 210 - Communication Dynamics in Org.**

**Credits:** 3.00

This course is designed to introduce students to the dynamics of business communication, and how it affects organizational processes and outcomes. The course focuses on the improvement of work-flow and business processes through communication systems within an organization.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** ENG 110 Minimum Grade: D

### **BUMG 301 - Organizational Behavior**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** BUMG 200 Minimum Grade: D or MGT 101 Minimum Grade: D

### **BUMG 302 - Human Resource Mgmt**

**Credits:** 3.00

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 employment 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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior



**BUMG 311 - Business and Society Relations****Credits:** 3.00

This course is designed to expose students to the social roles of profit-seeking organizations. Topics will include the historical development of business-society relations, regulation of business, and current issues that affect business-society relations.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

**BUMG 312 - Entrepreneurship/Small Bus Management****Credits:** 3.00

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, and operating a small business in its early growth stages. The essentials of researching business opportunities, business plan preparation, financial planning and control, and market strategy are stressed.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

**BUMG 326 - Business Law I****Credits:** 3.00

A survey of general principles of law in the areas of contracts, intellectual property, sales, torts, and civil law.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

**BUMG 327 - Business Law II****Credits:** 3.00

A survey of general principles of law in the areas of negotiable instruments, creditor/debtor rights, agency, business organization and the Uniform Commercial Code. Meet the prerequisite requirement or permission of instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Pre-requisites:** BUMG 326 Minimum Grade: D**BUMG 328 - Employment Law****Credits:** 3.00

The study of the regulation of employment, with particular emphasis on wrongful discharge, discrimination evaluation and regulation of job performance, and sexual harassment.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

**BUMG 335 - International Business****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department

**Pre-requisites:** ( BUJEC 203 Minimum Grade: D or ECO 203 Minimum Grade: D ) and ( BUMG 200 Minimum Grade: D or MGT 101 Minimum Grade: D ) and ( BUMK 200 Minimum Grade: D or MKT 101 Minimum Grade: D )

**BUMG 360 - Leadership****Credits:** 3.00

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. Meet prerequisite requirement or permission of instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department

**Pre-requisites:** BUMG 200 Minimum Grade: D or MGT 101 Minimum Grade: D

**BUMG 400 - Management Seminar****Credits:** 3.00

This course will focus on management topics of current interest and significance.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** BUMG 200 Minimum Grade: D or MGT 101 Minimum Grade: D

**BUMG 495A - Internship in Business Admin****Credits:** 3.00

The internship affords the student a part-time or full-time experience in the practical environment of a business organization. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a business organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship coordinator, both of whom will share oversight responsibility. Fourth year standing and permission of the internship coordinator required.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**BUMG 495B - Internship in Business Admin.****Credits:** 3.00

The internship affords the student a part-time or full-time experience in the practical environment of a business organization. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a business organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship

coordinator, both of whom will share oversight responsibility. Permission of the Internship Coordinator.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** BUMG 495A Minimum Grade: D or MGT 495A Minimum Grade: D

### **BUMG 498 - Admin Policy & Strategy**

**Credits:** 3.00

This course is the capstone course for Business majors. The course is designed to facilitate the integration of knowledge across the subject areas of the Business curriculum and the application of such knowledge. The focus is on strategic management.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( BUFI 315 Minimum Grade: D or MGT 315 Minimum Grade: D ) and ( BUMG 200 Minimum Grade: D or MGT 101 Minimum Grade: D ) and BUMG 326 Minimum Grade: D and BUMG 327 Minimum Grade: D and ( BUMK 200 Minimum Grade: D or MKT 101 Minimum Grade: D )

### **BUMG 508 - Mgmt and Business Principles**

**Credits:** 3.00

This survey course will explore a variety of management and business topics relevant to today's business managers, with a slant towards the management challenges of small business owners in fields related to the sciences. Topics to be covered will include an overview of the United States business environment; a discussion of the various forms of business organizations and other selected legal issues relating to business; the process of economic decision making; a summary of financial accounting and management accounting techniques; a review of income taxation; elements of business finance; topics in marketing, and basic human resource management. This course will rely heavily on problem solving and case studies to illustrate the theoretical concepts discussed. Permission of the instructor required.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Business Administration Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

### **BUMG 509 - Mgmt and Business Applications**

**Credits:** 3.00

This course will take the theoretical concepts developed in BUMG 508 and create a practical discussion of how to apply them in the context of entrepreneurship as it relates to the sciences. Included is a detailed discussion of the component parts of a business plan and how a business plan is developed. Through the use of lectures and case studies, students will also be able to see how the management and business principles discussed in BUMG 508 work their way into a cohesive action plan. Students will complete a basic business plan as part of the course requirements. Permission of the instructor required.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Business Administration Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Business Administration**

**BUMK 200 - Marketing****Credits:** 3.00

The focus 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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

**BUMK 301 - Services Marketing****Credits:** 3.00

Students' knowledge and understanding of the unique characteristics of marketing in service industries are developed. Principles discussed enable the student to contribute to marketing decisions within many aspects of the service sector ( health care, government, hospitality, tourism, etc.) The key differences between " product" and "service" are discussed, and the special challenges of marketing services explored. Service-based market planning, marketing mix, core marketing strategies and trends in services are the major concepts of the course.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Pre-requisites:** BUMK 200 Minimum Grade: D or MKT 301 Minimum Grade: D**BUMK 310 - Advertising****Credits:** 3.00

This course is designed to expose students to the fundamentals of advertising theory and practice, the economic and societal role of advertising, and the functions of advertising in communication and marketing.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

May not be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

**BUMK 325 - Sports Marketing****Credits:** 3.00

The course introduce the student to marketing applications in the sport industry and in leisure service organizations. Topics include: the unique aspects of sport and leisure service marketing, the economic feasibility study, data collection, marketing segmentations, competitive analysis, consumer behavior, the marketing mix, public relations, sponsorships, media promotions, and the marketing plans. Cross-listed with SPT 325.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Pre-requisites:** BUMK 200 Minimum Grade: D or MKT 101 Minimum Grade: D**BUMK 400 - Marketing Seminar****Credits:** 3.00

This course will focus on Marketing topics of current interest and significance.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Business Administration Department**Restrictions:**

May not be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** BUMK 200 Minimum Grade: D

### **BUMK 405 - Sales Management**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** BUMK 200 Minimum Grade: D or MKT 101 Minimum Grade: D

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# Catalog 2004-2005

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## Courses for 2004-2005

This is the course description portion of the University of New England Undergraduate and Graduate Catalog for the College of Arts and Sciences and the College of Health Professions. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#)	[AMS](#)	[ANE](#)	[ANT](#)	[ART](#)	[ATC](#)	[BIO](#)	[BUAC](#)	[BUEC](#)	[BUFI](#)	[BUMG](#)	[BUMK](#)	[CHE](#)	
[CIT](#)	[CITM](#)	[DEN](#)	[EDU](#)	[ENG](#)	[ENV](#)	[ESL](#)	[EXS](#)	[FRE](#)	[GEO](#)	[GER](#)	[GPH](#)	[HIS](#)	[HSM](#)
[IHH](#)	[LAC](#)	[LIL](#)	[LILE](#)	[LILH](#)	[LIT](#)	[LSC](#)	[MAT](#)	[MUS](#)	[NSG](#)	[OTR](#)	[PAC](#)	[PHI](#)	[PHY](#)
[PSC](#)	[PSR](#)	[PSY](#)	[PTH](#)	[REL](#)	[SOC](#)	[SPA](#)	[SPC](#)	[SPT](#)	[SSW](#)				

### Chemistry

#### CHE 110 - General Chemistry I

**Credits:** 4.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 110L

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D or MAT 022 Minimum Grade: D

#### CHE 110L - General Chemistry I Lab

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 110

#### CHE 111 - General Chemistry II

**Credits:** 4.00

A continuation of CHE-110. Topics include Thermodynamics, reaction kinetics, equilibrium and acid-base chemistry, redox reactions and electrochemistry; introduction to transition metal compounds and selected topics in organic chemistry.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 111L

**Pre-requisites:** CHE 110 Minimum Grade: C-

#### CHE 111L - General Chemistry II Lab

**Credits:** .00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 111

### **CHE 125 - Intro to Chemistry & Physics**

**Credits:** 4.00

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 designed primarily for Occupational Therapy students and provides a strong basic understanding of the fundamentals of chemistry and physics. The included laboratory (two hours/week) employs a hands-on approach to emphasize concepts discussed in lecture. A thorough understanding of algebra is strongly recommended. Areas discussed include 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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 125L

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D or MAT 022 Minimum Grade: D

### **CHE 125L - Intro to Chem & Physics Lab**

**Credits:** .00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 125

### **CHE 130 - Principles of Chemistry**

**Credits:** 4.00

An introduction to the basic principles of general, organic, and biological chemistry designed primarily for students in allied health programs. Emphasis is on the integration of these areas to assist the student in understanding the disciplines as they relate to society in general and the health-related professions in particular. The course is designed to present an appropriate balance between the principles of chemistry and their biological applications.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 130L

**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021 Minimum Grade: D or MAT 021 Minimum Grade: D

### **CHE 130L - Principles of Chemistry Lab**

**Credits:** .00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 130

### **CHE 210 - Organic Chemistry I**

**Credits:** 5.00

Organic chemistry is the chemistry of the compounds of carbon. CHE 210 is the first half of 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 organic syntheses and separations, including microscale techniques. In addition, modern analytical techniques (nuclear magnetic resonance spectroscopy, infrared spectroscopy and mass spectrometry) used in the identification of organic compounds will be discussed.

**College:** College of Arts and Sciences

**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 210L  
**Pre-requisites:** CHE 111 Minimum Grade: C-

### **CHE 210L - Organic Chemistry I Lab**

**Credits:** .00  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 210

### **CHE 211 - Organic Chemistry II**

**Credits:** 5.00  
A continuation of CHE 210 with focus on complex chemical reactions and syntheses utilizing fundamental principles. The study of mechanistic functional group chemistry will be a primary focus. Second semester laboratory extends previously learned macro- and micro-scale techniques to more complex systems and explores chemistry discussed in the lecture portion of the course.  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 211L  
**Pre-requisites:** CHE 210 Minimum Grade: C-

### **CHE 211L - Organic Chemistry II Lab**

**Credits:** .00  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 211

### **CHE 300 - Topics in Chemistry**

**Credits:** 1.00 to 3.00  
This course, designed in collaboration with a faculty member, allows students to explore in detail selected chemistry or biochemistry topics that are not ordinarily covered in other courses in the curriculum. Permission of instructor required.  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department

### **CHE 307 - Quantitative Analysis**

**Credits:** 5.00  
An introduction to the theory and practice of analytical chemistry, utilizing both classical and instrumental methods. Accuracy, precision, the understanding of theoretical concepts, especially ionic equilibria, and proper performance of lab techniques are stressed. The course is suitable for students interested in the chemical, marine, and environmental sciences, as well those interested in experimental biology or clinical aspects of chemical analysis.  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 307L  
**Pre-requisites:** ( Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: D ) and CHE 111 Minimum Grade: C-

### **CHE 307L - Quantitative Analysis Lab**

**Credits:** .00  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Co-requisites:** CHE 307

### **CHE 309 - Intro to Instrumental Analysis**

**Credits:** 4.00  
An introduction to the theory, operation, and analytical applications of chemical instrumentation. Topics covered include basic electronics, molecular and atomic spectroscopy, electroanalytical



chemistry, and chromatographic methods.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 309L

**Pre-requisites:** CHE 307 Minimum Grade: C-

#### **CHE 309L - Instrumental Analysis Lab**

**Credits:** 0.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 309

#### **CHE 310 - Fundamentals of Biochemistry**

**Credits:** 5.00

The structural, functional, and informational aspects of biologically important molecules, such as amino acids, proteins, enzymes, lipids, and carbohydrates are studied. The course is complemented with a four-hour laboratory each week. Cannot be taken for credit after CHE 350.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 310L

**Pre-requisites:** CHE 210 Minimum Grade: C-

#### **CHE 310L - Biochemistry Lab**

**Credits:** 0.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 310

#### **CHE 327 - Applied Physical Chemistry**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Pre-requisites:** CHE 210 Minimum Grade: D and CHE 307 Minimum Grade: D and MAT 190 Minimum Grade: D and ( PHY 201 Minimum Grade: D or PHY 111 Minimum Grade: D )

#### **CHE 350 - Biochemistry I: Proteins**

**Credits:** 5.00

This course explores the structure, dynamics, and function of proteins. Specific topics include: catalytic and regulatory strategies, antibodies, protein folding and design, molecular motors, and recent advances in biotechnology. The physical and chemical methods of biopolymer research are emphasized.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 350L

**Pre-requisites:** CHE 211 Minimum Grade: C-

#### **CHE 350L - Biochem I Proteins Lab**

**Credits:** 0.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** CHE 350

#### **CHE 351 - Biochem II:Metabolism/Bioenerg**

**Credits:** 3.00

This course surveys the generation, regulation, and storage of metabolic energy in carbohydrates,

lipids and amino acids. The biosynthesis of building blocks is also explored. Specific topics include: carbohydrates, lipids and membranes, glycolysis, citric acid cycle, oxidative phosphorylation, pentose phosphate pathway, gluconeogenesis, and photosynthesis.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Pre-requisites:** CHE 350 Minimum Grade: C-

### **CHE 380 - Inorganic Chemistry**

**Credits:** 3.00

An introduction to the principles of inorganic structure and bonding, including molecular symmetry, atomic structure, and molecular and ionic bonding. Topics include the chemistry of the transition metals, with emphasis on the stereochemistry, reaction mechanisms, and chemical reactivity of coordination complexes and organometallics.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Pre-requisites:** CHE 211 Minimum Grade: C- and MAT 190 Minimum Grade: D

### **CHE 401 - Seminar**

**Credits:** 1.00

A weekly seminar series in chemistry and biochemistry featuring presentations by UNE faculty and students and invited guest speakers on original research or topics from the current literature. Enrolled students will present at least one talk during the semester.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **CHE 405 - Medicinal Chemistry**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:**

**Pre-requisites:** CHE 211 Minimum Grade: D

### **CHE 410 - Research I**

**Credits:** 1.00 to 4.00

Directed research in Chemistry or Biochemistry carried out in collaboration with a faculty mentor. Third or Fourth year standing and permission of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **CHE 411 - Research II**

**Credits:** 1.00 to 4.00

A continuation of CHE 410. Permission of the instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate  
**Department:** Chemistry/Physics Department  
**Pre-requisites:** CHE 410 Minimum Grade: D

## Citizenship

### **CIT 100 - Citizenship Seminar (1st Year)**

**Credits:** 1.00

This course is designed to give first-year students an introduction to the Citizenship theme. It is open to all first-year students in all majors. The course will include service-learning opportunities on campus and in the surrounding community, as well as readings and discussions on the nature of citizenship. The course will also be an opportunity for first-year students to discuss the changing nature of citizenship in light of current events. The course is one credit, pass/fail.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Core Curriculum

**Restrictions:**

May not be enrolled in one of the following Class(es):

1st Semester Junior  
 2nd Semester Junior  
 ADN Nursing Year 2  
 BSN Nursing Year 1  
 BSN Nursing Year 2  
 1st Semester Senior  
 2nd Semester Senior

### **CIT 400 - Citizenship Seminar**

**Credits:** 1.00

Citizenship, the final theme of the Core Curriculum, will provide the students with an opportunity to evaluate and integrate their experiences within the Core Curriculum and their major. Student participation as volunteers will serve as the focus for their reflections. This will allow the students to synthesize knowledge and experience gained during their college years and reflect on their responsibility towards the larger community and the future. Required for fourth-year students.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Core Curriculum

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
 2nd Semester Junior  
 ADN Nursing Year 2  
 BSN Nursing Year 1  
 BSN Nursing Year 2  
 1st Semester Senior  
 2nd Semester Senior

### **CIT 401 - Dir Study: Citizenship**

**Credits:** 1.00 to 12.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Core Curriculum

## Computer Info Tech Management

### **CITM 100 - Intro to Microcomputer Soft.**

**Credits:** 3.00

This course provides an introduction to microcomputers and their software. Students learn to use and apply a basic set of software tools, including spreadsheets, databases, presentation graphics, statistics, word processing, and electronic mail. Topics may also include internet tools.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

### **CITM 102 - Intro to the Internet and WWW**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

### **CITM 201 - Intro to Info Technology**

**Credits:** 3.00

This is an overview in the management, procurement, and daily administration of technology systems for information environments. Topics to be covered include, microcomputers and workstations, security concerns, hardware procurement and the supervision of IT staff. Students will also be provided with an overview of client operating systems and personal computer hardware. Students will learn about operating system architecture, installation, configuration and management. Students will also become familiar with the terms, concepts and functions of computer hardware components and the procedures for installing components and configuring PC computer hardware.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

### **CITM 202 - Computer Network Fundamentals**

**Credits:** 3.00

This course provides students with an overview of computer networking including information on network topologies, network protocols, transmission media, network communication and network security. The course will also provide the student with a solid grounding in LAN and WAN technologies.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

### **CITM 301 - Network Operating Systems**

**Credits:** 3.00

This course provides students with an overview of network operating systems. Students will gain the knowledge and skill to install and configure network operating systems including Microsoft Windows 2000. Students will also become familiar with other network operating system platforms such as Novell Netware and the UNIX/LINUX networking environments. Students will configure print servers, file servers, and implement local area network topologies that include the creation and maintenance of network user accounts.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** ( CITM 201 Minimum Grade: D or ITM 201 Minimum Grade: D ) and CITM 202 Minimum Grade: D

### **CITM 302 - Fundamentals of Web Design**

**Credits:** 3.00

This course will provide the student with an overview of Web design and teach basic design theory as it relates to the online environment. Students learn the concepts of user-focus design for the Web and become familiar with the visual, navigational and communication aspects of building Web sites. Students will become familiar with Microsoft FrontPage, which will be used to build Web sites during the courses.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** ( CITM 201 Minimum Grade: D or ITM 201 Minimum Grade: D ) and CITM 202 Minimum Grade: D

### **CITM 303 - Introduction to Programming**

**Credits:** 3.00

This course will provide the student with an overview of information systems design and the logic and structure employed to create computer programs. Students will learn about the data structures, skills and tools used to create programs. Techniques for analyzing business needs and the front-end and back-end lifecycles of project development will be discussed.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

**Pre-requisites:** CITM 202 Minimum Grade: D or ITM 202 Minimum Grade: D

**CITM 305 - Database Management**

**Credits:** 3.00

This course will introduce the fundamental concepts necessary for the design, use, implementation and administration of database systems. The course will stress the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and the techniques for implementing and administering database systems. Students examine the fundamentals of database management systems, database design, and database administration by hands-on experience with Microsoft Access. Students will also become familiar with client/server database platforms such as Microsoft SQL Server.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Business Administration Department

## Dental Hygiene

**DEN 101 - Dent Anat, Histol & Embryology**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 101L

**DEN 101L - Dent Anat, Histol & Embryo Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 101

**DEN 102 - Head and Neck Anatomy**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 102L

**Pre-requisites:** DEN 101 Minimum Grade: C- and BIO 208

**DEN 102L - Head and Neck Anatomy Lab****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 102**DEN 210 - Nutrition****Credits:** 3.00

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.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Pre-requisites:** BIO 209 Minimum Grade: C- and CHE 130 Minimum Grade: C-**DEN 211 - Clinical Dental Hygiene I****Credits:** 4.00

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.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 211L**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 102 Minimum Grade: C- and BIO 209 Minimum Grade: C-**DEN 211L - Clinical DH I - Clinic****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 211**DEN 212 - Clinical Dental Hygiene II****Credits:** 4.00

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 with a letter grade of C- or better in order to continue in the program.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 212L

**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 211 Minimum Grade: C- and DEN 213 Minimum Grade: C- and BIO 226 Minimum Grade: C-

**DEN 212L - Clinical Den Hyg II Clinic**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 212

**DEN 213 - Radiology**

**Credits:** 3.00

The basic principles of x-ray generation, image formation, and the biological effects of radiation are studied as well as processing, mounting, and interpretation of radiographs. Students learn the techniques of intraoral and selected extraoral exposures to achieve clinical competence.

Technique and interpretation as applied to clinical practice and patient education are discussed.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 213L

**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 102 Minimum Grade: C- and BIO 209 Minimum Grade: C-

**DEN 213L - Dental Radiology Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 213

**DEN 217 - Preservation Tooth Structure**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 217L

**Pre-requisites:** DEN 211 Minimum Grade: C- and CHE 130 Minimum Grade: C-

**DEN 217L - Preservation Tooth Struct Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 217

**DEN 221 - Concepts Community Health**

**Credits:** 2.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:**

**Pre-requisites:** DEN 211 Minimum Grade: C-

### **DEN 221L - Community Health Practicum**

**Credits:** 1.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:**

**Pre-requisites:** DEN 221 Minimum Grade: C-

### **DEN 301 - Adv Clinical Dental Hygiene I**

**Credits:** 5.00

The first semester of a two semester course designed to provide the student with knowledge of the most advanced modalities in oral care, preventive patient services, and the expanding role of the professional dental hygienist. Through reading assignments, class discussion, and clinical experience, the student will keep abreast of changing trends in dentistry and dental hygiene, and their implications for the control of oral disease. The focus of the course is on the development of advanced clinical dental hygiene skills to ensure the delivery of optimal individual care of patients with special needs through the life span. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Student must pass both the clinical and theoretical components of the course with a letter grade of C- or better in order to continue in the program. The semester components of this course must be taken in sequence in one academic year.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 301L

**Pre-requisites:** DEN 212 Minimum Grade: C-

### **DEN 301L - Adv Clinical DH I Clinic**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 301

### **DEN 302 - Adv Clinical Dental Hygiene II**

**Credits:** 5.00

Part two of DEN 301 is designed to provide the student with knowledge of the most advanced modalities in oral care, preventive patient services, and the expanding role of the professional dental hygienist. Through reading assignments, class discussion, and clinical experience, the student will keep abreast of changing trends in dentistry and dental hygiene, and their implications for the control of oral disease. The focus of the course is on the development of advanced clinical dental hygiene skills to ensure the delivery of optimal individual care of patients with special needs through the life span. Theoretical learning is evaluated by letter grade with C-



being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Student must pass both the clinical and theoretical components of the course with a letter grade of C- or better in order to continue in the program. The semester components of this course must be taken in sequence in one academic year.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 302L

**Pre-requisites:** DEN 210 Minimum Grade: C- and DEN 301 Minimum Grade: C- and DEN 308 Minimum Grade: C- and DEN 330 Minimum Grade: C-

### **DEN 302L - Adv Clinical Den Hyg II Clinic**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 302

### **DEN 305 - General & Oral Pathology**

**Credits:** 3.00

An introduction to the general study of the causes and nature of disease including functional and anatomical changes in the human body. Emphasis is placed on periodontal involvements, pathological conditions, deviations from the normal affecting teeth and the supporting structures of the oral cavity.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 102 Minimum Grade: C- and BIO 209 Minimum Grade: C- and BIO 226 Minimum Grade: C-

### **DEN 308 - Dental Pharmacology**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Pre-requisites:** DEN 212 Minimum Grade: C- and CHE 130 Minimum Grade: C- and BIO 209 Minimum Grade: C-

### **DEN 330 - Periodontology**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

## Dental Hygiene

**Pre-requisites:** DEN 212 Minimum Grade: C- and BIO 209 Minimum Grade: C- and BIO 226 Minimum Grade: C-

**DEN 340 - Clinical Periodontology for DH**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 340L

**Pre-requisites:** DEN 301 Minimum Grade: C- and DEN 330 Minimum Grade: C- and BIO 226 Minimum Grade: C-

**DEN 340L - Clinical Periodontology Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 340

**DEN 350 - Dental Hygiene Special Study**

**Credits:** 1.00 to 3.00

This course will address areas pertinent to the student's interest under the guidance of the dental hygiene faculty. Students must secure the approval of the Dental Hygiene Program Director and faculty sponsor on a detailed written proposal. This course may be used for advanced students, special projects or clinical experiences. The dental hygiene special study will be approved only in cases where an exceptional benefit to the student may occur. Satisfactory junior or senior standing required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

Dental Hygiene - B.S.

**Pre-requisites:** DEN 212 Minimum Grade: C-

**DEN 436 - Current Concepts in DH I**

**Credits:** 3.00

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. Minimum 2.5 GPA required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene - B.S.

**Co-requisites:** DEN 436L

**Pre-requisites:** DEN 302 Minimum Grade: C-

**DEN 436L - Current Concepts DH I Clinic**

**Credits:** .00  
**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Department of Dental Hygiene  
**Co-requisites:** DEN 436

**DEN 437 - Current Concepts in DH II**

**Credits:** 3.00  
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. Minimum 2.5 GPA required.  
**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Department of Dental Hygiene  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Dental Hygiene - B.S.

**Co-requisites:**  
**Pre-requisites:** DEN 436 Minimum Grade: C-

**DEN 437L - Current Concepts DH II Clinic**

**Credits:** .00  
**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Department of Dental Hygiene  
**Co-requisites:** DEN 437

**DEN 440 - Pain Cntrl & Loc Anesthesia**

**Credits:** 3.00  
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.  
**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Department of Dental Hygiene  
**Co-requisites:** DEN 440L  
**Pre-requisites:** DEN 301 Minimum Grade: C- and DEN 308 Minimum Grade: C- and DEN 330 Minimum Grade: C-

**DEN 440L - Pain Cntrl/Loc Anesthesia Lab**

**Credits:** .00  
**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Department of Dental Hygiene  
**Co-requisites:** DEN 440

**DEN 460 - Community Oral Hlth Care & Management**

**Credits:** 3.00  
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.  
**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene

Dental Hygiene - B.S.

**Pre-requisites:** DEN 221 Minimum Grade: C- and DEN 301 Minimum Grade: C- and DEN 302 Minimum Grade: C-

**DEN 470 - Internship Dental Hygiene I**

**Credits:** 3.00 to 6.00

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. Minimum 2.5 cumulative GPA and permission of the instructor required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene - B.S.

**DEN 480 - Internship Dental Hygiene II**

**Credits:** 3.00 to 6.00

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. Minimum 2.5 cumulative GPA and permission of the instructor required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene - B.S.

**DEN 490 - Directed Senior Clinical DH**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Restrictions:**

Must be enrolled in one of the following Major(s):

Dental Hygiene - B.S.

**Pre-requisites:** DEN 436 Minimum Grade: C-

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# Catalog 2004-2005

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## Courses for 2004-2005

This is the course description portion of the University of New England Undergraduate and Graduate Catalog for the College of Arts and Sciences and the College of Health Professions. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#)	[AMS](#)	[ANE](#)	[ANT](#)	[ART](#)	[ATC](#)	[BIO](#)	[BUAC](#)	[BUAC](#)	[BUFI](#)	[BUMG](#)	[BUMK](#)	[CHE](#)	
[CIT](#)	[CITM](#)	[DEN](#)	[EDU](#)	[ENG](#)	[ENV](#)	[ESL](#)	[EXS](#)	[FRE](#)	[GEO](#)	[GER](#)	[GPH](#)	[HIS](#)	[HSM](#)
[IHH](#)	[LAC](#)	[LIL](#)	[LILE](#)	[LILH](#)	[LIT](#)	[LSC](#)	[MAT](#)	[MUS](#)	[NSG](#)	[OTR](#)	[PAC](#)	[PHI](#)	[PHY](#)
[PSC](#)	[PSR](#)	[PSY](#)	[PTH](#)	[REL](#)	[SOC](#)	[SPA](#)	[SPC](#)	[SPT](#)	[SSW](#)				

### Education

#### EDU 105 - Introduction to Schools

**Credits:** 2.00

This course is an introduction to the study of schools and teaching. It provides opportunities for students to examine and evaluate their interests in and abilities for teaching. Topics include the role of the teacher, the student as learner, the community and its relationship to the schools, curriculum and objectives, school organizations, ethics in education, the pros and cons of a teaching career, and options available in education. Regular visits to schools are an integral part of this course.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

#### EDU 133 - American Education

**Credits:** 3.00

The course content focuses on an in-depth examination and analysis of the school as an integral force in the American social order. Topics include: how schools function; roles of teachers; purposes of schools; how and why educational agendas change; exercise of power and control by various interest groups at local, state and federal levels; and the impact of these forces on students, teachers and others. The course is intended to present a realistic view of the teaching profession and to foster an understanding of major issues in education. Field study required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

#### EDU 201 - Directed/Independent Study

**Credits:** 1.00 to 12.00

Permission of Department Chair or Instructor Required

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Pre-requisites:** EDU 105 Minimum Grade: C

**EDU 202 - Curriculum Theory and Design****Credits:** 3.00

This course provides an introduction to curriculum theory and how it relates to the design of effective lessons and units. (Cross-listed with EDU 502)

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Education Department**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education/Undergrad

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

**Pre-requisites:** EDU 105 Minimum Grade: C**EDU 209 - Creative Arts in Learning****Credits:** 3.00

This course is based on the premise that the arts are an important part of being human. Students will explore their own creativity in a variety of areas such as movement and dance, painting, construction, sculpture, poetry and drama. Emphasis will be placed on the value of one's creative spirit and uncovering gifts which will sustain one through life. Students will also learn how to foster creativity in others and examine how creative endeavors can be integrated into everyday life. (Cross-listed with EDU 509)

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Education Department**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

**Pre-requisites:** EDU 105 Minimum Grade: C**EDU 217 - Teaching Reading****Credits:** 3.00

This course is designed to provide the prospective teacher with knowledge of the methods and materials for helping elementary school children acquire literacy. A variety of approaches to developing literacy in a classroom environment will be explored. Special problems of diagnosis, assessment, reading in the content areas, phonemic awareness, and the management of a literacy program will be investigated. Required of all students seeking certification as elementary teachers; others with permission of the Chair of the Department of Education. (Cross-listed with EDU 517)

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Education Department**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )**EDU 220 - Exceptionality in the Classrm****Credits:** 3.00

This course provides contextual knowledge of issues and practices related to special education services. The student will become acquainted with cognitive, sensory, and physically disabling conditions in preschool and school-aged students. Current technology to promote learning and normalization among all students will be discussed. The student will also develop an awareness of the roles of special educators and regular educators, parents, therapists, and other personnel working as a team for the appropriate education of exceptional students. The historical and contemporary legal, procedural, and ethical issues within the special education system will be examined as a means of helping the student to develop informed attitudes toward exceptional individuals and their roles in society. In addition, this course will examine family issues, communicative processes, school-agency relationships, United States and Maine civil rights and special education laws, regulations and policies. Required of all students in undergraduate programs in elementary and secondary education and all students in the Teacher Certification

Program (TCP) in elementary education and (Cross-listed with EDU 510)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education/Undergrad

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

**Pre-requisites:** EDU 105 Minimum Grade: C

### **EDU 303 - Read&Writ in the Content Area**

**Credits:** 3.00

This course is designed for the students who are pursuing teacher certification to work with children in grades 7-12. Participants will develop strategies for assisting students with vocabulary development, the conventions of writing, and approaches to reading for information in the various content areas. Additionally, participants will learn to assess the readability of textbooks and other teaching materials as a means of enhancing student success. Topics include note-taking, efficient reading and writing strategies for diverse discourse communities, and other learning and study skills.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

### **EDU 310 - Topics in Education**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

**Pre-requisites:** EDU 105 Minimum Grade: C and EDU 133 Minimum Grade: C

### **EDU 320 - Language Arts**

**Credits:** 3.00

Children develop language naturally in a language-rich and print-rich environment. This course is based on the belief that the language arts (reading, writing, speaking and listening) provide the foundation for all learning in schools. Students will learn to teach and facilitate the writing process in the classroom, as well as to integrate children's literature in the elementary curriculum.

Required of all students enrolled in the undergraduate degree program in elementary education, and is an option for students in the elementary Teacher Certification Program (TCP); others with permission of the Chair of the Department of Education. (Cross-listed with EDU 520)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

**Pre-requisites:** ( EDU 105 Minimum Grade: C or EDU 105 Minimum Grade: C or EDU 105



Minimum Grade: C ) and ( EDU 133 Minimum Grade: C or EDU 133 Minimum Grade: C or EDU 133 Minimum Grade: C )

### **EDU 330 - Edu Psych/Devel. Approp. Prac.**

**Credits:** 3.00

The emphasis in this course is given to theory and research in human learning, motivation, information processing, and cognition as they operate in both school and non-school settings. The course begins with an overview of the content and methods of educational psychology, and includes an in-depth study of student and/or learner characteristics and how these characteristics contribute to learning and education. Human development and how it influences learning informs the aspiring teacher with respect to strategies and practices for learning environments. Human interactive and institutional factors related to learning and motivation are addressed. (Cross-listed with EDU 549).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 345 - Technology in the Classroom**

**Credits:** 3.00

This course is an introductory level class requiring no previous knowledge of computers or software. Students will acquire knowledge of and experience with various technologies including projectors, video cameras, computers, videodiscs, and scanners. Participants will be required to apply and technology to enhance teaching and learning. Many of the course assignments will be project based. Students will learn to use the Internet to enhance instruction, and will also learn to develop web pages. Required of all students seeking certification as elementary or secondary teachers; others with permission of the Chair of the Department of Education. (Cross-listed with EDU 545)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education/Undergrad

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

Continuing Education

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 361 - Teach Soc Stud Elementary Sch**

**Credits:** 3.00

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. (Cross-listed with EDU 561)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 367 - Teach Science in Elem Schools**

**Credits:** 3.00

This course is designed to provide students opportunities to develop theoretical perspectives toward and practical approaches to the teaching and learning of science. Students will acquire a working knowledge of methods appropriate for inquiry-based science programs. In addition to class work, students will be required to conduct classrooms observations. (Cross-listed with EDU 567)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 373 - Teaching Elementary Math**

**Credits:** 3.00

This course will provide opportunities for students to develop theoretical perspectives toward and practical approaches to the teaching and learning of mathematics. It will be conducted in a setting of activity-oriented, "hands-on" learning, and will emphasize K-8 student development of rich mathematical content knowledge.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 380 - Managing Diverse Learning Styl**

**Credits:** 3.00

The primary focus of this course will be on intervention strategies and techniques for managing and modifying curriculum for diverse learners. The course will provide regular classroom teachers with the tools they need to deal with a continuum of student learning problems encountered in their classroom, ranging from differences in learning styles to severe learning disabilities.

Theoretical models related to learning and teaching styles, as well as assessment and measurement procedures appropriate for classroom use will be covered. A relevant practicum component will be included.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

**EDU 400 - Independent Study**

**Credits:** 1.00 to 12.00

Permission of Department Chair and Instructor Required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

**EDU 401 - Independent Study in EDU**

**Credits:** 1.00 to 12.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**EDU 410 - Topics in Education**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 430 - Ed Assessment & Eval**

**Credits:** 3.00

As teachers, our assessment and evaluation of student learning must be continuous, broad-based, and authentic. Students will be engaged in the construction of knowledge about a variety of formal and informal assessment measures to evaluate student learning. Teacher-made tests, norm-referenced and criterion-referenced standardized tests, anecdotal records, checklists, observations, work samples, portfolios, journals, and independent and group self-evaluation will provide participants with a basis for the development of skills in constructing, using, and interpreting formal and informal assessment measures for a variety of evaluational purposes.

(Cross-listed with EDU 530)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 435 - Foreign Language Methods**

**Credits:** 3.00

This course will include an introduction to content, method and materials of language instruction at the elementary and/or secondary school level. Students will also be required to prepare and teach a minimum of five lessons that address 1) listening skills, 2) speaking skills, 3) writing skills, and 4) cultural understanding. (Cross-listed with EDU 535)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

May not be enrolled in one of the following Major(s):

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 436 - Teaching Secondary English**

**Credits:** 3.00

English as a discipline has the power to improve the lives of our students: it enriches them through its literary content; it enhances cognitive skills, including analysis, synthesis, speaking, listening, writing, reading, and evaluating; it nurtures aesthetic and ethical sensitivities; and it promotes intra- and intercurricular awareness. In this course, you will study, invent, and practice ways of facilitating students' growth in all of these areas as you teach language, literature, and communication skills.

**College:** College of Arts and Sciences

**Division:** Undergraduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 437 - Teaching Secondary Science**

**Credits:** 3.00

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. (Cross-listed with EDU 537)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 438 - Teaching Sec Social Studies**

**Credits:** 3.00

The learning experience in this course provides students with a working knowledge of methods and materials appropriate to concept based social studies programs. Participants will create social studies materials as a final project. (Cross-listed with EDU 538)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 439 - Teaching Secondary Math**

**Credits:** 3.00

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. (Cross-listed with EDU 539)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 441 - Methods of Art Education**

**Credits:** 3.00

This course will prepare participants to be successful art educators in a school setting (K-12). Emphasis will be upon the development of teaching strategies, methods, curriculum and materials for the aspiring teacher. Students will learn to integrate art across the school curriculum and to help youngsters achieve the Maine Learning Results. The planning and teaching of lessons and thematic units is an integral part of this course. Requires enrollment in undergraduate degree program in elementary or secondary education, the Art Education program, or the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. (Cross-listed with EDU 541)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education/Undergrad

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 480 - Working w/Families-Communities**

**Credits:** 2.00

This course will identify and study family structures and help students understand the importance of communication and involving families in the educational process. Students will explore strategies for parent contact, conferencing, volunteering in the classroom and involvement in curriculum reform in schools. (Cross-listed with EDU 580)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior  
 2nd Semester Junior  
 1st Semester Senior  
 2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 487 - Practicum**

**Credits:** 2.00

Students will be placed in a school setting for one semester and attend regular seminars. The duties and activities for each student will vary, depending upon the assignment, the amount of time the student is in the classroom, and the needs of the classroom(s) in which the student is placed. Students will participate in a variety of activities including (but not limited to): observation, classroom management, instruction, instructional support, clerical support, housekeeping support, supervision and participation. Students will spend a minimum of six hours per week in a school setting in addition to the scheduled class time on campus.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )

### **EDU 490 - Elem Educ Internship/Seminar**

**Credits:** 15.00

Elementary Education Internship and Seminar The purpose of this course is to involve the student in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a college supervisor. The student will encounter as many actual teaching experiences as possible in a semester. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires admission to the undergraduate Elementary Education program or the Teacher Certification Program (TCP) and specific departmental approval in order to register. All course requirements must be completed prior to enrollment. (Cross-listed with EDU 591)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

### **EDU 492 - Secondary Educ Intern/Seminar**

**Credits:** 15.00

The purpose of this course is to involve the student in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a college supervisor. The student will encounter as many actual teaching experiences as possible in a semester. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires enrollment as a secondary education student or matriculation in the Teacher Certification Program and specific departmental approval in order to register. All content major and

professional education course requirements must be completed prior to enrollment. (Cross-listed with EDU 592)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

### **EDU 493 - K-12 Internship/Seminar**

**Credits:** 15.00

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 is limited to those students pursuing K-12 art education certification or K-12 foreign language certification.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-12)

### **EDU 502 - Curriculum Theory and Design**

**Credits:** 3.00

This course provides an introduction to curriculum theory and how it relates to the design of effective lessons and units. (Cross-listed with EDU 202)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

### **EDU 503 - Supporting Struggling Reader**

**Credits:** 3.00

Supporting the Struggling Reader presents the key issues involved in planning and providing the instruction and extra support that many students need in order to achieve increasingly higher literacy standards. Risk factors associated with reading difficulties are presented as well as the components of initial classroom assessments and support resources available to offer additional assistance. This course emphasizes the importance of finding opportunities throughout the day to provide literacy experiences that will promote struggling reader's literacy growth. Research-based strategies in the areas of word study, comprehension, fluency, and writing, as well as preparing for high-stakes assessments are presented. The course also provides demonstrations of one-on-one and small-group instruction with struggling readers, and explores the role of motivation in improving reading.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 504 - Assertive Discipline & Beyond**



**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

**EDU 505 - Parents on Your Side**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

**EDU 506 - Succeeding with Difficult Stdt**

**Credits:** 3.00

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.

**Lecture:** 3.00

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

**EDU 507 - High Performing Teacher**

**Credits:** 3.00

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.

**Lecture:** 3.00

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

**EDU 508 - SLI:Phonics,Vocabulary&Fluency**

**Credits:** 3.00

This course introduces teacher to research-based instructional approaches and strategies for facilitating students' literacy development. In particular, this course focuses on the role of word study in students development and in the literacy classroom. By thoroughly exploring principles of how students learn to decode and assign meaning to individual words, teachers will be better

equipped to provide skills instruction within the context of balanced literacy approach. While word-study skills and strategies must be balanced with comprehension strategies, this course focuses mainly on word study.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

### **EDU 510 - Exceptionality in the Classrm**

**Credits:** 3.00

This course provides contextual knowledge of issues and practices related to special education services. The student will become acquainted with cognitive, sensory, and physically disabling conditions in preschool and school-aged students. Current technology to promote learning and normalization among all students will be discussed. The student will also develop an awareness of the roles of special educators and regular educators, parents, therapists, and other personnel working as a team for the appropriate education of exceptional students. The historical and contemporary legal, procedural, and ethical issues within the special education system will be examined as a means of helping the student to develop informed attitudes toward exceptional individuals and their roles in society. In addition, this course will examine family issues, communicative processes, school-agency relationships, United States and Maine civil rights and special education laws, regulations and policies. Required of all students in undergraduate programs in elementary and secondary education and all students in the Teacher Certification Program (TCP) in elementary education and secondary education. (Cross-listed with EDU 220)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

### **EDU 511 - SLI:Comprehension**

**Credits:** 3.00

Strategies for Literacy Instruction-Comprehension focuses on research-based theories and strategies for promoting comprehension. These theories and strategies target instruction that occurs before, during, and after reading. The reading-writing connection is presented as a critical element in building comprehension, and assessment of both reading and writing are addressed.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

### **EDU 514 - Teaching Stdts to Get Along**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 515 - Found of Reading & Literacy**

**Credits:** 3.00

This course is designed to respond to the challenge of promoting higher levels of literacy achievement for all students. It provides teachers with the necessary background knowledge to understand the various topics and issues relevant to literacy instruction. It includes in-depth

explorations of historical and contemporary perspectives on the teaching of reading and provides the most up-to-date research on how students learn to read. This information equips teachers with the comprehensive content knowledge to complement their understanding of teaching and learning processes.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

### **EDU 516 - Bldg Your Rep of Teach Strat.**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 517 - Teaching Reading**

**Credits:** 3.00

This course is designed to provide the prospective teacher with knowledge of the methods and materials for helping elementary school children acquire literacy. A variety of approaches to developing literacy in a classroom environment will be explored. Special problems of diagnosis, assessment, reading in the content areas, phonemic awareness, and the management of a literacy program will be investigated. Required of all students seeking certification as elementary teachers; others with permission of the Chair of the Department of Education. (Cross-listed with EDU 217)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification

**Pre-requisites:** ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C and EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C ) or ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C and EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C )

### **EDU 519 - Curriculum & Instruction Design**

**Credits:** 3.00

Curriculum and instruction Design ( Working Title) is a 3 semester/5 quarter credit class developed for teachers in grades K-12. This video-based graduate course introduces curriculum, instruction, and assesment in the context of standards and accountability, and holds paramount the goal of high levels of learning and achievement for all students. Teachers examine their academic standards and design classroom curriculum and instruction that will help all students meet standards. Teachers use a thoughtful design process that emphasizes the importance of alignment, current learning theory and learner variables, and the need for differentiation to meet diverse students needs.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

### **EDU 520 - Language Arts**

**Credits:** 3.00

Children develop language naturally in a language-rich and print-rich environment. This course is based on the belief that the language arts (reading, writing, speaking and listening) provide the foundation for all learning in schools. Students will learn to teach and facilitate the writing process

in the classroom, as well as to integrate children's literature in the elementary curriculum.  
(Cross-listed with EDU 320)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification

**Pre-requisites:** ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C and EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C ) or ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C and EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C ) and ( EDU 217 Minimum Grade: C or EDU 217 Minimum Grade: C or EDU 217 Minimum Grade: C and EDU 517 Minimum Grade: C or EDU 517 Minimum Grade: C or EDU 517 Minimum Grade: C )

### **EDU 523 - Motivating Today's Learner**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 524 - Including Stdt with Spec Needs**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 526 - Math:Teach for Understanding**

**Credits:** 3.00

The course is designed to assist teachers in learning the theoretical foundations, skills and strategies to successfully teach today 's students mathematics with understanding. Learning activities will direct course participants toward understanding current research and applying the concepts to their classroom practice. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are appropriate for their own teaching situation.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDU 527 - Effect Teach Learning Styles****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Graduate**Department:** Individual Video Courses**Restrictions:**

Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDU 528 - Tech & Learn Today's Classroom****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Graduate**Department:** Individual Video Courses**Restrictions:**

Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDU 529 - Mng Behavior Diverse Classroom****Credits:** 3.00

To successfully manage today's classrooms requires more than one approach. Discover ways to customize your approach and reduce the time spent on discipline.

**College:** College of Arts and Sciences**Division:** Graduate**Department:** Individual Video Courses**Restrictions:**

Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDU 530 - Educational Assess & Eval****Credits:** 3.00

As teachers, our assessment and evaluation of student learning must be continuous, broad-based, and authentic. Students will be engaged in the construction of knowledge about a variety of formal and informal assessment measures to evaluate student learning. Teacher-made tests, norm-referenced and criterion-referenced standardized tests, anecdotal records, checklists, observations, work samples, portfolios, journals, and independent and group self-evaluation will provide participants with a basis for the development of skills in constructing, using, and interpreting formal and informal assessment measures for a variety of evaluational purposes.  
(Cross-listed with EDU 430)

**College:** College of Arts and Sciences**Division:** Graduate**Department:** Education Department**Restrictions:**

Must be enrolled in one of the following Major(s):  
Teacher Certification (K-8)  
Teacher Certification (7-12)

Teacher Certification (K-12)

Teacher Certification

**Pre-requisites:** ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C and EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C ) or ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C and EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C )

### **EDU 531 - Assess Improve Stdnt Learn**

**Credits:** 3.00

Learn how to use assessment not only to measure but to elevate student learning. Improve your choices about what, when and how to assess, so you and your students can meet today's high standards.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 532 - Helping Stdnt Become Self Dir**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 533 - American Education**

**Credits:** 3.00

The course content focuses on an in-depth examination and analysis of the school as an integral force in the American social order. Topics include: how schools function; roles of teachers; purposes of schools; how and why educational agendas change; exercise of power and control of power by various interest groups at local, state and federal levels; and the impact of these forces on students, teachers and others. The course is intended to present a realistic view of the teaching profession and to foster an understanding of major issues in education. Field study required.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

### **EDU 534 - Teach Reading Elementary Grade**

**Credits:** 3.00

Teach your students the reading and thinking strategies they need to become truly fluent readers. This course will give you the research-based strategies and intervention tools you need to help your students thrive as independent readers and find new joy and meaning in the reading process.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 535 - Foreign Language Methods**

**Credits:** 3.00

This course will include an introduction to content, method and materials of language instruction at the elementary and/or secondary school level. Students will also be required to prepare and teach a minimum of five lessons that address 1) listening skills, 2) speaking skills, 3) writing skills, and 4) cultural understanding. Field experience required.(Cross-listed with EDU 435)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-12)

Teacher Certification

**Pre-requisites:** ( EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C ) and ( EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 536 - Teaching Secondary English**

**Credits:** 3.00

Students examine current research about the teaching of English. Methods of teaching writing, including essays and journals, are discussed, as are methods of teaching literature, poetry, short stories and novels. Students have an opportunity to share resources by designing and submitting a unit of instruction to the class. Field experience required.(Cross-listed with EDU 436)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Teacher Certification

**Pre-requisites:** ( EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C ) and ( EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 537 - Teaching Secondary Science**

**Credits:** 3.00

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. Field experience required. (Cross-listed with EDU 437)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Teacher Certification

**Pre-requisites:** ( EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C ) and ( EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 538 - Teaching Sec Social Studies**

**Credits:** 3.00

The learning experience in this course provides students with a working knowledge of methods and materials appropriate to concept based social studies programs. Participants will create social studies materials as a final project. Field experience required. (Cross-listed with EDU 438)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Teacher Certification

**Pre-requisites:** ( EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C ) and ( EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 539 - Teaching Secondary Math**

**Credits:** 3.00

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. Field experience required. (Cross-listed with EDU 439)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Teacher Certification

**Pre-requisites:** ( EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C ) and ( EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 541 - Methods of Art Education**

**Credits:** 3.00

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. Field experience required. (Cross-listed with EDU 441)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-12)

Teacher Certification

**Pre-requisites:** ( EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C or EDU 533 Minimum Grade: C ) and ( EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 543 - Integrating Internet into K-12**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Video Course

**Department:** Education Department

### **EDU 545 - Technology in the Classroom**

**Credits:** 3.00

This course is an introductory level class requiring no previous knowledge of computers or software. Students will acquire knowledge of and experience with various technologies including projectors, video cameras, computers, videodiscs, and scanners. Participants will be required to



apply and technology to enhance teaching and learning. Many of the course assignments will be project based. Students will learn to use the Internet to enhance instruction, and will also learn to develop web pages. (Cross-listed with EDU 345)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

Teacher Certification

**Pre-requisites:** ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C and EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C ) or ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C and EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 546 - Teach Read in the Content Area**

**Credits:** 3.00

Help students meet your subject area standards. Lab manuals, history books, word problems, the classics--Do all of your students have the literacy skills needed to fully comprehend their text?

Learn dozens of strategies to boost students' mastery of content and nurture greater literacy and improve their learning in the subject you teach.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:**

Must be enrolled in one of the following Major(s):

Continuing Education Graduate

### **EDU 549 - Edu Psych/Devel. Approp. Prac**

**Credits:** 3.00

The emphasis in this course is given to theory and research in human learning, motivation, information processing, and cognition as they operate in both school and non-school settings. The course begins with an overview of the content and methods of education psychology, and includes an in-depth study of student an/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 stragedies and practices for learning environments. Human interactive and institutional factors related to learning and motivation are addressed. (Cross-listed with EDU 330)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

**Pre-requisites:** ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C and EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C ) or ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 550 - The High Performing Teacher**

**Credits:** 3.00

This course sets the tone for the entire master's degree program. It examines significant challenges facing educators today within the context of confronting educational issues. Traditional teacher belief systems are examined and strategies presented to counteract burnout. Time management and problem solving strategies are presented and demonstrated by teachers at all

grade levels.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master-Education Conditional

Master in Education

### **EDU 551 - Effective Classroom Management**

**Credits:** 3.00

This course analyzes the dynamics of the classroom unit and examines classroom management strategies in light of individual teaching environments. Behavior management and conflict resolution strategies are explored and developed. The need for parental involvement is investigated and proactive strategies for working effectively with parents are presented.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master-Education Conditional

Master in Education

### **EDU 553 - Strategies Self-Directed Learning**

**Credits:** 3.00

As schools and classrooms around the country continue in their efforts at restructuring and reform, so too is the role and identity of the teacher evolving. This course is designed to assist teachers developing the skills and strategies needed to prepare today's students for living and learning productively in a global society. The course focuses on the attributes, intellectual behaviors and characteristics of self-directed learners with a particular emphasis on helping students manage, monitor and modify their own learning as a continuing, lifelong process.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

### **EDU 554 - IS1: Motivating Today's Learner**

**Credits:** 3.00

This course explores the research base on underachievers and the role of teacher interaction in the success level achieved by students. Teaching and learning strategies are presented to motivate all students to achieve at higher levels. Teachers at all grade levels demonstrate questioning, active learning, feedback and homework strategies. Gender equity issues are explored as they relate to student motivation and learning.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

### **EDU 555 - How to Use the Internet**

**Credits:** 3.00

This course helps you to improve your teaching skills as you learn to use the power of the Internet both personally and professionally. Develop inquiry-oriented lesson plans and curriculum - based projects, as you promote student collaboration and communication with peers and experts. This course stresses hands - on experience to master new proficiencies critical in the Information Age.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**EDU 556 - IS2:Learn Styles/Mult Intellig**

**Credits:** 3.00

This course explores the many aspects of diversity in learners including learning style, cultural diversity and multiple intelligences. Focus is on diagnosis and prescription based on understanding of a student's dominant style of learning. Instructional strategies are presented for teaching the diverse learner and for creating challenges that encourage students to learn through various styles and intelligences.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**EDU 556S - IS2:Learn Styles/Mult Intellig**

**Credits:** 1.00

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**Pre-requisites:** EDU 527 Minimum Grade: B

**EDU 558 - Summer Integrating Seminar**

**Credits:** 3.00

The Integrating Seminar is a week-long session held on the university campus in Biddeford, Maine. This course provides a context wherein the learner is assisted in the process of bringing together the various elements of the curriculum of study. The program provides an opportunity to meet other learners in the program to share ideas and facilitate problem solving. (Note: this course cannot be taken until the learner has completed 6 credits in the program).

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**EDU 558A - Guided Self-Study**

**Credits:** 3.00

As an alternative to the Summer Integrating Seminar, you have the opportunity to do a self-guided self-study project, subject to the approval of the MEd Director. The project is to be in an area of education that you choose. It must have effective application in your classroom, school or district. The project's subject and an initial outline of your plan are to be presented to the Director of the MEd Program during the first two weeks of your second semester in the program. It must be completed before the end of your last semester in the program.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**EDU 560 - Collab. Act. Research I**

**Credits:** 1.00

This module is an introduction to the process of Collaborative Action Research (CAR), a practical approach to research which is designed for the working educator. The course discusses the elements of the CAR and how it differs from traditional empirical research. Emphasis is on the collaborative aspect of defining a problem to research within the learner's classroom, school or community. This module culminates with the development of a problem statement and a review of the literature.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

### **EDU 561 - Teach Soc Stud Elementary Sch**

**Credits:** 3.00

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. (Cross-listed with EDU 361)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

Teacher Certification

**Pre-requisites:** ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202

Minimum Grade: C and EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502

Minimum Grade: C ) or ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200

Minimum Grade: C and EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500

Minimum Grade: C )

### **EDU 562 - IS3:Models of Effective Teach**

**Credits:** 3.00

This course examines theoretical foundations and practical applications of four models of teaching: Teaching for Mastery, Teaching for Understanding, Teaching Cooperatively and Teaching for Self-Expression. Eight new teaching strategies are presented for applying the newest research on teaching and learning.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

### **EDU 563A - Teach Reading in Elem. Grades**

**Credits:** 3.00

This course responds to the challenge of helping all students reach today's literacy Standards. Effective methods for teaching reading are demonstrated by master teachers. These research-based strategies allow elementary teachers to address the wide range of needs and abilities to today's classrooms and respond to the challenge of helping all students reach today's literacy standards.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

### **EDU 563B - Improv Read Content:6-12 Grade**

**Credits:** 3.00

This course takes your students beyond basic reading to the level of understanding content. Research-based concepts and strategies enable teachers of all academic subjects to integrate reading into lessons and activities so students can achieve content-area standards.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**EDU 564 - Curr Design & Authentic Assess****Credits:** 3.00

This course looks at a range of approaches, including integration of the curriculum and the relationship of curriculum design to the real-world application of learning. The relationship of assessment to curriculum is explored as well as the principles and practices of various alternative models of assessment.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**EDU 566 - Collab. Act. Research II****Credits:** 1.00

In this module, the learner further refines their problem statement and designs the CAR methodology. Attention is directed at the data collection methodology and the means for evaluating data.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master in Education

**EDU 567 - Teach Science in Elem Schools****Credits:** 3.00

This course is designed to provide students opportunities to develop theoretical perspectives toward and practical approaches to the teaching and learning of science. Students will acquire a working knowledge of methods appropriate for conduct inquiry-based science programs. In addition to class work, students will be required to classrooms observations. (Cross-listed with EDU 367)

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification

**Pre-requisites:** ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C ) or ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C and EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 )

**EDU 572 - Collab. Act. Research III****Credits:** 1.00

In this module, the learner collects data, interprets the results, develops an action plan designed to address the problem. The course is completed with the learner producing a final report of the CAR process.

**College:** College of Arts and Sciences  
**Division:** Graduate  
**Department:** Master Sci in Education Prog  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 Master in Education

### **EDU 573 - Teaching Elementary Math**

**Credits:** 3.00

This course will provide opportunities for students to develop theoretical perspectives toward and practical approaches to the teaching and learning of mathematics. It will be conducted in a setting of activity-oriented, "hands-on" learning, and will emphasize K-8 student development of rich mathematical content knowledge. (Cross-listed with EDU 373)

**College:** College of Arts and Sciences  
**Division:** Graduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 Teacher Certification (K-8)  
 Teacher Certification

**Pre-requisites:** ( EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C or EDU 202 Minimum Grade: C and EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 502 Minimum Grade: C ) or ( EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C or EDU 200 Minimum Grade: C and EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C or EDU 500 Minimum Grade: C )

### **EDU 701 - Educational Leadership**

**Credits:** 3.00

This course provides the overarching context for the entire curriculum in school leadership. Participants consider theories and practices relating to effective leadership in educational settings. Topics include team building, diagnosing the work environment, decision making, problem solving, and leadership as it pertains to strategic planning. Case studies are an integral part of the course, and students develop a case of an actual situation for analysis and presentation.

**College:** College of Arts and Sciences  
**Division:** Graduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 Non Matric Ed Leadership  
 Educational Leadership

### **EDU 702 - School Law**

**Credits:** 3.00

In today's complex society, educational administrators must be conversant with state and federal laws impacting education in their state as well as in the U.S. Students examine the history, development, structure and function of the legal aspects of the American educational system. The body of law studied concerns selected case studies, which draw solutions from state constitutions and statutes. Attention is given to such topics as organization of government, public education, finance, and collective bargaining, and special education laws. Emphasis is given to current federal and state laws affecting the rights, privileges, and duties of administrators, teachers, pupils, and citizens. Assignments, which include research and readings, are designed to acquaint students with laws in their respective state.

**College:** College of Arts and Sciences  
**Division:** Graduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 Non Matric Ed Leadership  
 Educational Leadership

### **EDU 703 - Edu Change/School Reform**

**Credits:** 3.00

Regardless of how beneficial a desired change may seem, new initiatives are often difficult to implement. Each educational setting has its own culture, and innovations and changes that are incompatible with the prevailing climate may elicit resistance and hostility. The course examines change theory; studies case histories of successful and not so successful change efforts; and reviews change strategies to equip students with skills for introducing effective reforms.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 704 - Supervision/Eval Ins Personnel****Credits:** 3.00

Supervision and evaluation strategies need to support teachers' growth into strong, competent professionals and lifelong learners who continually develop and enhance their abilities. Course participants gain knowledge and understanding of developmental stages and multiple styles of learning and teaching as they apply to supervision and evaluation of instructional personnel. Attention is given to analysis and application of a variety of supervision and evaluation methods.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 701 or EDU 702 or EDU 703

**EDU 705 - Leadership/Prof Resp/Ethics****Credits:** 3.00

While instructional technology now permits learners to achieve their educational goals independently and at a distance, there is significant value in experiencing direct interaction with peers engaged in the same learning process. The cohort sessions provide a dynamic forum in which professional colleagues share ideas and aspirations as established and emerging leaders. Pre- and post-session readings and other assignments are required. Location to be determined based on where participating students are clustered. Permission of Director.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 701 Minimum Grade: C or EDU 703 Minimum Grade: C and ( EDU 702 Minimum Grade: C and EDU 704 Minimum Grade: C and EDU 715 Minimum Grade: C )

**EDU 706 - School-Community Rel/Communica****Credits:** 3.00

An effective educational leader promotes the success of all students by communicating the learning community's vision, policies, and successes to staff, students, parents, community, decision makers, legislators and media. The leader understands, responds to, and influences the systems that support the educational process. Developing and maintaining partnerships and forging relationships with multiple constituent groups, understanding emerging issues and educational trends and communicating them effectively to stakeholders are all essential leadership competencies. The effective leader plans public relations and communications strategies that build broad support and public ownership for the educational mission that is articulated. This course provides opportunity for self-assessment in developing a communications plan and an understanding of skills and strategies necessary for communicating in ways that positively impact the education of students.

**College:** College of Arts and Sciences

**Division:** Graduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Non Matric Ed Leadership  
Educational Leadership

### **EDU 707 - Instructional Leadership**

**Credits:** 3.00

In addition to leading teachers, school leaders must create opportunities for teachers to learn from one another and develop instructional leadership qualities. Participants consider the habits and conditions that allow instructional staff to skillfully contribute to schools as members of a professional learning community. To effectively motivate and lead teachers, participants analyze current models of instruction, curriculum design, and assessment which address students' diverse needs, abilities, and experiences while also using standardized curriculum and assessment. Participants analyze and apply instructional leadership strategies that encourage strong academic and positive social-emotional learning. Field work in schools are required for this course and therefore it is offered in fall and spring semesters only.

**College:** College of Arts and Sciences  
**Division:** Graduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Non Matric Ed Leadership  
Educational Leadership  
**Pre-requisites:** EDU 704 Minimum Grade: C

### **EDU 708 - Tech for Today's Educator-Phil**

**Credits:** 3.00

A rapidly changing world exposes learners to new ideas and information in varying formats. Today's educational leaders must be aware of trends and techniques that are compatible with the interests and needs of citizens who will live their lives in information-oriented society. Through this course, students will become better equipped to foster creative approaches to organizing and delivering content by understanding the options and opportunities for leading and learning made possible by instructional technology.

**College:** College of Arts and Sciences  
**Division:** Graduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Non Matric Ed Leadership  
Educational Leadership

### **EDU 709 - School Finance**

**Credits:** 3.00

The course traces the historical background and development of school finance acts, and examines the intent, concepts and relationship inherent in these acts. Processes by which state subsidies are computed, allocated and distributed are considered. Budget and expenditure practices in relation to these acts are illustrated. Emphasis is placed on helping students develop a clear conceptual understanding of the overall methods by which state aid is provided to local school systems. Readings, research, and other assignments are designed to acquaint students with school finance practices in their respective states.

**College:** College of Arts and Sciences  
**Division:** Graduate  
**Department:** Education Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Non Matric Ed Leadership  
Educational Leadership

### **EDU 711 - Internship I**



**Credits:** 3.00

This course will be offered to students whose state certification regulations require an internship. Students will develop an internship proposal, including learning outcomes and assessment methods, that meets initial requirements for Educational / Administrative Leadership Certification in the state of residence. Students will maintain a journal, complete projects of relevance, and engage in activities that enhance understanding of leadership roles. Students may spread this requirement over two terms, with advance planning. Permission of the CAGS Director is required.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 701 Minimum Grade: C or EDU 703 Minimum Grade: C and ( EDU 702 Minimum Grade: C and EDU 704 Minimum Grade: C and EDU 709 Minimum Grade: C and EDU 715 Minimum Grade: C )

**EDU 712 - Internship II****Credits:** 3.00

This course will be offered to students whose state certification regulations require an extended (or two-term) internship. Students will develop a year-long internship proposal (Terms 1 and 2), including learning outcomes and assessment methods, that meets initial requirements for Educational/Administrative Leadership Certification in the state of residence. The actual number of hours required will be determined by individual state requirements. Permission of the CAGS Director is required.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 711 Minimum Grade: C

**EDU 713 - Independent Study****Credits:** 3.00

Students who have an interest in a special topic or are required to demonstrate competency in an area not included in the standard curriculum may design an Independent Study course.

Additionally, Independent Study may encompass a research project, special assignment, creative project implementation, and/or overseas learning experience. Students must prepare an Independent Study proposal that includes project description, learning objectives, methodology, assessment criteria, and bibliography outline. Approval of a faculty mentor and the CAGS Program Director must be obtained prior to registration for this course.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 714 - Diversity & Spcl Populations****Credits:** 3.00

This course will include special needs and the gifted student; at-risk learners; the impact of ethnicity, poverty, and religion on the educational process, incorporating refugees and immigrants into the learning environment; discipline challenges; and incorporating appropriate theories and principles in working with students, staff, faculty, community, and parents. Emphasis will be placed on identifying strategies to successfully work with diverse populations in the United States.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 715 - Org Theory/Strategic Planning**

**Credits:** 3.00

This course will include: an overview of organizational theories and systems; the inclusion of organizational theory in the educational change process; the functions, objectives, development, and assessment of strategic plans; and the relationship between strategic planning and budget development.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 716 - Hum Res/Fac & Trans Management**

**Credits:** 3.00

This course includes the following topics, as they pertain to educational administration: job descriptions, interviewing, & hiring; annual evaluations, rehiring, and termination, affirmative action and diversity; technology of management functions; employee management techniques; building projects and compliance with state and federal regulations; building management, maintenance and repairs; hazardous materials management; safety, security, and health; contractual agreements (transportation, food services, special services, etc.); crisis management; and other topics that are appropriate

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 718 - Educators and Government**

**Credits:** 3.00

This course addresses the structure of government including the executive, legislative, and judicial branches and their relationship to schools and education. Particular attention is paid to administrative agencies (federal and state) and their role as regulators and reviewers. The course aims to teach students the essential legal and constitutional framework of government and administrative process, as well as to provide tools for students' further research in this field. The course also offers a forum for discussion of government policy and current events. The course should better enable participants to understand the administrative process in order to use it more effectively to improve education and educational opportunities.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 702 Minimum Grade: B

**EDU 719 - Adv Top Educational Law**

**Credits:** 3.00

Law remains very much involved in the day-to-day life of schools, from kindergarten to professional schools. This course focuses on cases and topics involving education law and public policy which are now before the Supreme Court, or likely to be so. These cases offer a certain window on society's major issues. The actual topics change with the year. By way of example, in

2001, topics in the course included student privacy, rights of action under the privacy laws (FERPA), school searches, and vouchers. The format of the class is designed to encourage student participation and direction. The class reviews policy, background, and precedent in an attempt to understand the issue. Because school issues are always changing - indeed it is an area of law where the Court overrules itself - it is especially important to learn how to research and understand the issues and anticipate future concerns. Permission of the Instructor.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 702 Minimum Grade: B

### **EDU 720 - Special Education Law**

**Credits:** 3.00

Special education has become "the" law topic in education law. This course introduces the area of special education law, including review of relevant statutes, regulations, and cases. The primary focus is the Individuals with Disabilities Education Act (IDEA), with some attention to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Key concepts covered include special education and related services, free appropriate public education, least restrictive environment, due process, student rights, and non-discrimination. The course aims to teach students the framework of special education law, as well as to provide tools for students' further research and analysis. Permission of the instructor.

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Education Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 702 Minimum Grade: B

## English

### **ENG 110 - English Composition**

**Credits:** 4.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**Pre-requisites:** Pass Writing Placement Exam 00/00 or LAC 010 Minimum Grade: D

### **ENG 115 - British Literature I**

**Credits:** 3.00

Exploratory survey of English literature from the Anglo- Saxon period through the Romantics, this course follows the central tradition from Bede and Beowulf through Malory, Spenser, Shakespeare, Donne, Milton, Pope, Swift, up to Blake, Burns, and Byron.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 116 - British Literature II**

**Credits:** 3.00

Exploratory survey of representative English writers from the Romantic and Early Victorian periods up to modern times, this course will review chronologically such writers as Keats, Shelley, the Brownings, the Gothic novelists, Victorian authors such as Hopkins, Hardy, Yeats, Woolf, Joyce, and late 20th century dramatists, such as Pinter and Stoppard.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 200 - American Literature I**

**Credits:** 3.00

Exploratory survey of American literature from Colonial times to the mid-19th century. Coverage through the eighteenth century is broad. After that it is narrower and deeper with particular focus on Hawthorne, Poe, Emerson, Thoreau, Melville, and Whitman.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 201 - American Literature II**

**Credits:** 3.00

Exploratory survey of major American authors from the mid- 19th century to contemporary times with particular attention paid to Dickinson, Twain, Chopin, James, Frost, Hemingway, Faulkner, Ellison, and Morrison, as well as other representative contemporary writers.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 202 - Lyrics**

**Credits:** 3.00

One has only to think of popular music to appreciate that lyric poetry-especially the love lyric-is arguably the most vibrant literary form in practice today. This course proposes a broad, cross-cultural approach to the extraordinary richness of the lyric tradition: from Sumer and Akkad to classical China, Greece, and Rome; from the Hebrew Bible/Old Testament and the Koran to the early Islamic love lyric and the troubadours of medieval Provence; from the sonnets of the Renaissance and the ballads of the Romantics to the triumphal odes of Modernism and Southern African praise poetry. An effort will be made to situate the lyrics in their historical context, and to describe some of the ways in which lyric poetry mediates personal and historical experience.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 204 - Animals, Literature, & Culture**

**Credits:** 3.00

This course examines how animals define the crossroads of literary representations and cultural formations. Writers have always turned to animal life to find moving symbols of human conditions and, with the insights of animal science research, more recently to gain a broader understanding of social development. By investigating this history of literary animal studies, this course aims to account for why species differences, especially between humans and animals, remain among the most enduring markers of social difference. In telling stories of dogs, for instance, as variously gods, pets, meat, or pests, humans mark irreconcilable cultural differences among themselves as well as set the limits of what (and who) counts as natural object and cultural subject. As we consider how species boundaries also intersect with historical constructions of gender, race, class, sex, and ethnicity, our readings and discussions will also illuminate how animal literatures model emerging forms of identity and society.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 205 - The English Novel**

**Credits:** 3.00

While the exact readings may change, this course will reflect the seminal tradition of the British novel from its origins in the early 18th century up to the present. Emphasis will usually be on central authors such as Fielding, Sterne, Austen, Scott, Dickens, Hardy, Conrad, Woolf, Greene, and Ballard.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 206 - Intro Lit Theory & Criticism**

**Credits:** 3.00

Introduction to Literary Theory and Criticism This course introduces students to the traditions of critical interpretation with particular attention devoted to more recent developments in the field of literary interpretation. The courses examines the extent to which the meaning of texts is determined by structuralist, post-structuralist, feminist, New Historicist, Marxist and other theoretical approaches.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 207 - Intro to Cultural Studies**

**Credits:** 3.00

In the last two decades, under the growing influence of Cultural Studies, the notion of literature has been expanded to include all forms of public expression as equally valid "texts" to be studied within and against their dominant social context. Thus, a novel by Pynchon, a play by Shakespeare, a television show, an urban landscape, a horror film, or a Marlboro ad emerge-- through semiotic and political readings, for instance-- as statements about the social and the place of the individual in it. Having developed out of a form of literary studies called Leavisism (named after the literary critic F.R. Leavis) in Great Britain in the 1950s, Cultural Studies has been globalized in the 1970s and broadened to make use of a variety of traditional disciplines. In this course, we will survey a variety of methods in approaching texts.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 208 - Myth & Literature**

**Credits:** 3.00

Northrop Frye said that every form of literature has a pedigree, and that we can trace it's descent back to the earliest times. In this course, students read, discuss, and write about myths that have derived from a myriad of cultures and over a range of time periods for the purpose of understanding the deep roots that literature has in mythology. Mythology in its varied forms (e.g. ballads, folk songs and tales, legends) can be viewed as both an artistic and an expository response to the dilemmas of life and the puzzles of the universe: myths are metaphors which stand for things greater than themselves. Seen from this perspective, we understand that mythology and literature are inseparable.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 209 - Advanced Grammar/for Teachers**

**Credits:** 3.00

This course represents a study of the basic theories and practices in modern grammar and usage and the prescriptive- descriptive grammar debate in relations to norms, dialects, and cultural values. Although the greater part of the course deals with traditional grammar, generative, structural, and transformational systems are considered.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 210 - Adolescent & Young Adult Lit**

**Credits:** 3.00

This is a survey course designed to provide a critical philosophy and working repertoire of literature for adolescents. The focus is placed upon the ways this genre represents adolescence as a distinctive psychological social and moral state. We give particular attention to character development and the ways in which "young adult" narratives deal with sensitive issues like gender equity, sexual identity, and cultural differences.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 212 - The Short Story**

**Credits:** 3.00

A study of the art of the 19th and 20th century short story as best exemplified by masters of the genre in American and European literature. Readings will range from such early practitioners as Poe to such contemporary masters as Borges.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 214 - Freedom & Authority**

**Credits:** 3.00

We focus on four main themes: personal authority, social authority, political authority, and religious authority. The overarching theme of all of these topics could be posed as a question: How does the individual relate to the group? Nearly all academic disciplines have something to say about this question, and in the course of the semester we will investigate and discuss a variety of texts drawn from different intellectual traditions. Reading includes selections from the Hebrew Bible/Old Testament, and such authors or philosophers as Dostoevsky, Kafka, Thiong'o, Saadawi, James Carroll, Freud, Jung, Fanon, Foucault, and Berlin.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 215 - Themes of Science Fiction**

**Credits:** 3.00

This course examines the literary genre of science fiction as a sub set of speculative literature for its thematic content, stressing analysis. The course compares/contrasts literary science fiction with its popular media counterparts, particularly motion pictures. Students keep a journal of their reactions to reading, site two critical- analytical papers, and compose an original science fiction story.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 216 - Law and Literature**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 222 - Old Age**

**Credits:** 3.00

This course will trace the varied representation of aging and old age in poetry and prose fiction from Ancient through to Contemporary literature. With some exceptions, our readings will be comprised of works written in English and will focus on an individual's response to his or her own aging and attitudes towards the aged. What is the experience of growing old? Having our conceptions of old age changed in line with increased longevity? Is social status measured by social utility and what defines that? What is the relationship between gender and aging?

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 225 - Irish Literature and Culture**

**Credits:** 3.00

Rich in literary artists such as Goldsmith, Sheridan, Synge, Yeats, O'Casey, and Joyce the Emerald Isle has created a reawakened interest in fine arts, film, music, and dance. This course will augment intense study of Irish literature, both historical and contemporary, with background readings into the economic and social context from which the "Republic" has emerged.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 230 - Logic & the Detective Fiction**

**Credits:** 3.00

This semester we will study the basic process of logical thinking (and accompanying "fallacies"). The study should provide students with fundamental thinking and problem solving skills. We will examine a text proper: LOGIC AND CONTEMPORARY RHETORIC(Howard Kahane/Nancy Cavendar) that promotes use of "reason in everyday life." Parallel to the study of the principles of good

reasoning, we will infuse challenging literary works in the form of detective stories. Students will act as amateur sleuths, applying what they learn from the instructions/text to fictional crime cases selected from among the more puzzling and accomplished British and American traditions.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 231 - Introduction to Film**

**Credits:** 3.00

This course introduces the student to the basics of the film medium, the "grammar" of the cinema, and serves as a prerequisite for all future film-related coursework. This is an essential course, because without a strong grounding in those properties that make film distinct from other art forms, the student will be ill-equipped to conduct any sort of textual analysis beyond the most basic thematic readings. This course provides the necessary introduction to the vocabulary of the discipline; outlines the basics of narrative and non-narrative form; offers a comprehensive survey of film style, including mise-en-scene, cinematography, editing, and sound; introduces the student to the practice of academic film criticism; and generally prepares the student for any future course of film study. David Bordwell and Kristin Thompson's *Film Art: An Introduction* will serve as the key textbook for the course. Some readings could be placed on reserve, but in general this course would be less oriented toward outside readings and more toward in-class screenings and discussion.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 235 - Topics in American Literature**

**Credits:** 3.00

This course will provide students the opportunity to explore a variety of introductory topics in literature. A description of the specific topic offered will be posted prior to the registration period.

**READING IN LATE 20TH CENTURY AMER LITERATURE & FILM:** This course examines the condition of late 20th century literature and film. Readings include authors such as Don DeLillo, Cormac McCarthy, and Toni Morrison. Careful reading expected.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 300 - Literary Topics**

**Credits:** 3.00

Examples of possible topics include the modern European novel, Shakespeare's tragedies and Renaissance drama, travel literature, and studies in narrative and intellectual history. A description of the topic offered will be posted prior to the registration period.

**SHAKESPEARE:** In this course we will read some of Shakespeare's greatest plays, focusing on both their theatrical and poetic qualities. Texts will include plays such as *King Lear*, *Hamlet*, *Macbeth*, *Twelfth Night*, *As You Like It*, *Henry IV*, and *Tempest*.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 301 - Topics in Science and Lit**

**Credits:** 3.00

Decades ago, C.P. Snow confronted literary and science scholars with the theory that they have separated into "two cultures," a controversial thesis that concerns intellectual divisions both across and within academic disciplines. In this course, we will take up this challenge by examining how science and literature function as integral parts of culture. Key questions for the course include: what is the relationship between scientific creation and science fiction? How does evolutionary theory function as a globalizing narrative? What is the role of communal practices (paradigms) in shaping the directions of research? What are the local consequences of global scientific and literary achievements? How do societies write biology? Through this comparative approach, we will explore how literary representations influence and reflect developments in science. By examining the ways in which these different fields within shared historical contexts, we will gain a better understanding of science and literature as material practices.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**ENG 307 - Topics in Science & Literature**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Day Division

**Department:** English Department

**ENG 310 - Writing & Women's Health**

**Credits:** 3.00

This course examines the ways that individuals have used writing to engage with the issues of womanhood and women's health, as doctors, patients, theorists, and artists. Cultural ideals of gender often intersect with, and help to define, models of health and illness (and vice versa); as notions of health and womanhood are always culturally constructed and historically contingent, students will read course texts with an understanding of the cultures and individuals that produced them. The chosen writers engage, for example, with issues of the body and gender identity, sexuality, colonialism, race, childbirth, disease, and death. The syllabus will include writers such as Charlotte Perkins Gilman, Gustave Flaubert, Virginia Woolf, Sigmund Freud, May Sarton, Anais Nin, Ama Ata Aidoo, and Audre Lorde. As well as work by medical professionals. A significant component of the course will involve exploring the Maine Women Writers Collection.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**ENG 312 - Drama ASA Social Force**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**ENG 316 - Law and Literature II**

**Credits:** 3.00

Context in legal studies: the Law and Economics movement and Cultural Studies. Question: Can literary and cultural texts productively inform an understanding of law? Can jurisprudence illuminate critical practices in the Humanities? Literary scenes of confession. Epistemological instability of the confessional mode. Questions about the legal system's emphasis upon confession. Structural parallel between the use of precedent in establishing legal standards and the practice in literary studies of identifying certain texts or authors as exemplary of specific genres or periods. Reading includes texts by Rousseau, Dickens, Dostoevsky, Kafka, Camus, Freud, Paul de Man, Martha Nussbaum, Wai Chee Dimock, Peter Brooks, and selected journal articles

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**ENG 320 - The Question of Culture**

**Credits:** 3.00

An introduction to the field of Cultural Studies and its controversies. We read foundational philosophical texts by Nietzsche, Foucault, and Fanon; literary texts by Rushdie, Sircar, Conde, Cesaire, Thiong'o, Senghor, and Saadawi (India, the West Indies, and East, West Africa); and scholarly texts by Arnold, Said, Scarry, Leavis, and Jameson.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**ENG 326 - Topics in Literature & Health**

**Credits:** 3.00

"Health" is a complex term, since it can be defined in relation not only to illness, but also to wellness. In this course, we will explore the ways that writers invoke health as a vehicle for enunciating identity, exploring ethical questions, establishing authority, and claiming self-determination. The exact focus of the course will vary, and might include themes such as the body as subject and object, medical ethics, women and health, medicine in film and the visual arts, nursing and doctoring, the healer-patient relationship, cross-cultural healing, madness in literature, and illness narratives. Fundamentally, we will become conscious of the ways that representations of health change over time, across cultures, and according to the perspective



from which each story is told. Some versions of this course will have a component related to the Maine Women Writers Collection.

**MADNESS IN LITERATURE:** "Madness" has often functioned as a catch-all term encompassing a variety of ailments, from mild anxiety to psychosis. In this course we will consider texts and films that attempt to represent the experience of mental illness, focusing not so much on medical explanations as on the means by which the categories of "madness" or "mental illness" are constructed and inhabited in various cultural contexts. We will explore the ways that writers invoke mental illness toward a variety of ends, from direct engagement with medical theories or treatments to veiled commentary on the cultures in which they live. The course welcomes students with majors in the health sciences as well as those in the humanities. It will include texts such as William Shakespeare's *King Lear*, Edgar Allan Poe's "The Tell-Tale Heart," Charlotte Perkins Gilman's "The Yellow Wall-Paper," Sylvia Plath's *The Bell Jar*, Flora Schreiber's *Sybil*, and films such as *The Madness of King George* and *One Flew Over the Cuckoo's Nest*.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 327 - Women Writers of the World**

**Credits:** 3.00

Specific content to be determined for each offering. Examples of possible topics include Postcolonial Women Writers; British Women Writers; Women Writers of the African Diaspora; Bi-Cultural Women Writers; Women Writers of the Americas; Women in the Humanities; and Contemporary Women Writers.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 328 - Question of Identity in Am Lit**

**Credits:** 3.00

By looking at a whole range of American literature, ranging from the earliest colonial narratives to postmodern fiction and film, students will explore how the meaning of American has changed over time, and how being American meant different things to different people. Settler accounts, native American accounts of the conquest, slave narratives, transcendentalist meditations, culture wars, and unsettled ethnic and race relations all testify that the very consensus around which America has forged its identity is, paradoxically, quite elusive and heavily contested. The selection of texts, periods, and genres will vary from class to class.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 329 - Topics in World Literature**

**Credits:** 3.00

Through the use of various critical and theoretical methods, students will examine how certain global themes are treated in various national and regional literatures. Issues such as colonialism, poverty, health, gender, nationalism, tradition, and others are a few of the thematic concerns that could be explored.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 330 - Topics in British Literature**

**Credits:** 3.00

Examples of possible topics include the Gothic novel, the fiction of James Joyce, the poetry of W. B. Yeats, and the sonnet in England. A description of the topic offered will be posted prior to the registration period.

**The Booker Prize:** Established in 1968, the Man Booker Prize is the top award for fiction in Great Britain, the commonwealth, and the Republic of Ireland. The determination of a winner is a much media event as testament to literary merit. It carries a substantial monetary reward and is decided by a panel of celebrated judges, who over the course of a year establish both a long and "short list" of candidates from which the winner is drawn. Past winners have included Salman Rushdie, Michael Ondaatje, Kazuo Ishiguro, Ian McEwan, Iris Murdoch, Margaret Atwood, Graham Swift, and Pat Barker, and, although these names may as yet be unfamiliar, many of their books have become popular films, for example, *The English Patient*, *Remains of the Day*, and *The*

Handmaid's Tale, to name only a few. Though the prize is a quick route to literary stardom, it raises a more central question about the themes and subjects, methods and approaches valued in contemporary British and Commonwealth culture. In this course, we will investigate what the prize says about the way contemporary Britain has come to define itself over the past 35 years. We will discuss the implications of prize-giving itself as well and follow the awarding of the 2004 prize as we study selections from previous years. Assignments will include extensive reading, regular discussion, and at least one long essay. Additional assignments may include periodic quizzes and/ or short written responses to reading. We may incorporate a film.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 335 - Topics in American Literature**

**Credits:** 3.00

Examples of possible topics include slave and captivity narratives, Native American fiction, women's writings, the American Renaissance, literatures of the frontier, fin-de- siecle America, the Depression novel, literatures of immigration, Hemingway and Faulkner, and modern poetry. A description of the topic offered will be posted prior to the registration period.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 350 - Contemporary Literature**

**Credits:** 3.00

A thematic study of world literature since 1940 with particular emphasis on a few concurrent and interwoven themes such as race, religion, politics, and war. In recent years, authors studied have included Achebe, Camus, Koestler, Lagerkvist, and Solzhenitsyn.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 400 - Race, Writing & Resistance**

**Credits:** 3.00

Despite the language of liberty and equality in its founding documents, the U.S. from its beginnings recognized slavery, and for many years not only forbade slave literacy, but also denied slaves fully human status. It was into this American that figures such as Sojourner Truth, Frederick Douglass, and Harriet Jacobs were born - so that it was indeed both a powerful and a subversive act for these former slaves to tell their stories. This course will look closely at how a variety of authors, some former slaves, some not, used writing as a form of resistance - to demand liberty, to protest the government, to critique racism and slavery, and to rewrite history. Texts will range from the 18th through the 20th centuries, including genres such as autobiography, essay, novel, poetry, and law. The syllabus will include works by Truth, Douglass, and Jacobs, as well as Phillis.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **ENG 401 - Literatures of the Sea**

**Credits:** 3.00

Through the interplay of literary theory and marine science, this course charts the varied social and environmental contexts converging in literatures of the sea. Functioning variously as physical setting, character, as well as psychological environment, the sea provides a common focus for writers around the world from ancient times through the present. A wide range of historical and regional literatures will inform our investigations of the ways in which early maritime works influence contemporary representations of the sea. And, by comparing canonical and popular texts, the course will explore not only how authors represent the history of life by, on, and in the sea but also how such representations play an active role in shaping present and future marine ecologies. Readings may include texts by Rachael Carson, Daniel Defoe, Julie Dash, Linda Greenlaw, Homer, Sarah Orne Jewett, Herman Melville, Yukio Mishima, Derek Walcott, and Virginia Woolf. Some versions of this course will have a component related to the Marine Science Education and Research Center.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**ENG 402 - Directed Study in English****Credits:** 1.00 to 12.00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** English Department**ENG 405 - Topics in Postcolonial Lit****Credits:** 3.00

Reading across a wide range of national and regional literatures, this class will highlight the struggles of the non-Western peoples to express their complex postcolonial experiences in the age of globalism. The quest for freedom and authenticity that unites many of the world's non-European poor will be examined in the modern literary traditions of Arabs, Africans, Muslims, and the indigenous peoples of North and Latin America. The course examines the legacies of the slave trade, imperialism, and late capitalism as backdrops against which such writing takes place.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** English Department**ENG 410 - Utopia/Dystopia****Credits:** 3.00

Considering utopia as both a desirable place and one that is nowhere, as Thomas More indicated, we will trace some of the ways in which humanity tries to order itself and explain that order. The utopic vision, which is often based on a valuation of a freedom that is lacking or missing in the historical context of the work, yearns for a new order, a way out of chaos. In contrast, dystopias describe and explore the realm of chaos. They frequently examine the struggles of individuals who cannot or will not fit into the structures their cultures offer as normative. The position of the individual in relation to the group—a question frequently encountered in our ways of thinking about freedom—is central to a consideration of utopia and dystopia. Specifically, we'll discuss how successfully the individual can maintain an integrated sense of self in spite of social prescriptions (gender, class, faith, race). Reading includes Plato, *The Republic*; More, *Utopia*; Huxley, *Brave New World*; Atwood, *The Handmaid's Tale*; and Ellison, *Invisible Man*.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** English Department**ENG 415 - Special Topics in Film****Credits:** 3.00

This course address topics dealing with specific historical periods (like "1950s Hollywood" or "Recent European Cinema") or thematic groupings (as in "Vietnam Combat Films" or "Hollywood Courtroom Dramas"). So-called "star studies," in which the work of an important performer like Jack Nicholson, Katharine Hepburn or Charlie Chaplin is also systematically analyzed. Normally restricted to advanced undergraduates and/or those students with a significant background in the film studies curriculum.

**THE GLOBAL TWENTIETH CENTURY IN FILM** This course examines few themes--such a love, immigration, and general human condition--through different national cinemas. The focus will be on how different cultures deal with the same issues. Many Films will be subtitled.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** English Department**ENG 420 - Victorian Age****Credits:** 3.00

This course will survey selected movements and themes in English Literature of the Victorian Age, literally spanning period 1837-1901. One of the most frenetic and revolutionary periods, the Victorian age witnessed industrialization, urban development, political and legal form, the rise of middle class, women's changing social status, scientific challenges to religious belief and, of course, literary developments that canvassed all of these issues. It is through the literature of the period (novels, poetry, and essays in particular) that will approach this influential period of British literary and social history.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** English Department**ENG 435 - Topics in American Literature**

**Credits:** 3.00

Examples of possible topics include slave and captivity narratives, Native American fiction women's writings, the American Renaissance, literatures of the frontier, fin-de-siecle America, the Depression novel, literatures of immigration, Hemingway and Faulkner, and modern poetry. A description of the topic offered will be posted prior to the registration period.

**Women of the West:** Despite its reputation as a place where "men can be men," the American West has been populated equally by women whose stories are full of adventure, violence, beauty, and regeneration. Through the lenses of fiction, poetry, nature writing, autobiography, and film, this course will introduce students to women outlaws, cross-dressers, gunslingers, prostitutes, pioneers, cowgirls, freedom fighters, ecologists, artists, and more. We will examine the ways that the West has functioned as a borderland or "contact zone" where women have experienced both freedom and oppression, both resistance and containment both racial & ethnic conflict and solidarity across such differences.

**The Slave Narrative:** Focusing on the genre of the African American slave narrative from its origins in the 18th century until the Civil War, this course will explore the themes of writing and self-representation, particularly as they are informed by the issues of race and gender. The authors we will study wrote autobiography during a time in which laws not only forbade slave literacy, but also denied slaves fully human status: we will investigate the significance of these former slaves' literary acts of resistance given the social, legal, political, and material contexts in which they wrote. The last segment of the course will examine later invocations of the slave narrative after emancipation. Reading list will include: classic narratives by Olaudah Equiano, Mary Prince, Frederick Douglass, William and Ellen Craft, and Harriet Jacobs, as well as Elizabeth Keckley's *BEHIND THE SCENES: Thirty Years a Slave and Four Years in the White House*, Sherley William's *Dessa Rose*, and Toni Morrison's *BELOVED*.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**ENG 490 - Capstone Independent Study**

**Credits:** 3.00

Restricted to graduating majors, the capstone study is undertaken independently to explore a topic in more depth with an English faculty whose work touches on the area of the student's interest. Students will be expected to produce a high-quality paper at the end of the course, one that illustrates their mastery of skills acquired throughout their education at UNE and their ability to contribute original ideas to scholarly and intellectual debates.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

<b>Environmental Studies</b>
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**ENV 100 - Intro. to Environmental Issues**

**Credits:** 1.50

An introduction to environmental problems which emphasizes that humans are part of ecosystems within interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. This course required for DES majors as part of the Green Learning Community.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** BIO 100, BIO 100L, ENV 150, LIT 121

**ENV 101 - Intro to Environmental Issues**

**Credits:** 1.50

An introduction to environmental problems which emphasizes that humans are part of ecosystems within interdependent cycles involving 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. This course is required for DES majors as part of the Green Learning Community.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** BIO 101, BIO 101L, LIT 122

### **ENV 104 - Intro to Environmental Issues**

**Credits:** 3.00

An introduction to environmental problems which emphasizes that humans are part of ecosystems within interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:**

### **ENV 150 - Intro Green Learning Comm. I**

**Credits:** 1.00

In this course students explore the concept of community through introduction to several communities: the Department of Environmental Studies, the University of New England, the intellectual milieu of higher education; and explore the concept of place as the basis of community. Students and faculty explore goals in the field of environmental studies, both in the academic realm and the realm of future work as citizen and professional. A major goal of the course is development of communication skills essential for successful acculturation to university study and to success in the field. Group dynamics, public speaking and written communication skills are emphasized. Several computer applications that facilitate communication are also studied.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** BIO 100, BIO 100L, ENV 100, LIT 121

### **ENV 151 - Intro Green Learning Comm. II**

**Credits:** 1.00

In this course students explore the concept of community through introduction to several communities: the Department of Environmental Studies, the University of New England, the intellectual milieu of higher education; and explore the concept of place as the basis of community. Students and faculty explore goals in the field of environmental studies, both in the academic realm and the realm of future work as citizen and professional. A major goal of the course is development of communication skills essential for successful acculturation to university study and to success in the field. Group dynamics, public speaking and written communication skills are emphasized. Several computer applications that facilitate communication are also studied. This course is required for DES majors

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:**

### **ENV 200 - Population and Environment**

**Credits:** 3.00

Population growth and unequal distribution of resources may be the most serious challenges confronting humankind. The course explores the ecological, political, economic, and ethical implications of rapid and continued growth, population dynamics and population control programs. This course is one course in the second-year sequence of courses (ENV 200, ENV 210, ENV 220 + ENV 220L) required for all DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:**

**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 210 - Pollution & Environment**

**Credits:** 3.00

Pollution is one of the most important factors which influences the quality of life and the degradation of ecosystems. The course will examine aesthetic, political, economic, technological, biological, and ecological aspects of pollution. Case study examination of real world situations will be made. This course is one course in the second-year sequence of courses (ENV 200, ENV 210,

ENV 220 + ENV 220L) required for all DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 220 - Conservation and Preservation**

**Credits:** 3.00

An examination of conservation and preservation as related but distinct concepts. Conservation topics include exponential growth and depletion of resources, and relationships between resources, population, rates of consumption, and technology. Preservation topics include human attempts to maintain undisturbed or unimpaired habitats, and prevention of the extinction of species. This course is one course in the second-year sequence of courses (ENV 200, ENV 210, ENV 220 + ENV 220L ) required for all DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** ENV 220L

**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 220L - Conservation/Preservation Lab**

**Credits:** 2.00

The lab will focus on the research skills necessary to conduct an investigation of the condition of natural resources. These skills will include: identification and knowledge of local natural history, field research skills such as experimental designing, sampling techniques, map- reading, orienteering and use of global positioning systems (GPS); communication skills (writing, speaking and listening); and team-building skills necessary to complete cooperative projects successfully. Humanities-based skill building (photography, literature and music) will help students develop a sense of nature. Offered fall semester. This lab course is to be taken only in conjunction with the second year sequence of courses (ENV 200, ENV 210, ENV 220 + ENV 220L) and is required for all DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** ENV 220

### **ENV 230 - Environmental Geology**

**Credits:** 4.00

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).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** ENV 230L

**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 230L - Environmental Geology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** ENV 230

### **ENV 235 - Environmental Health**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Environmental Studies Department

### **ENV 275 - Environmental Issues Seminar**

**Credits:** 1.00

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. Recent examples of seminar include: Wildlife Conservation Law & Grant Writing.

**Humans and Nature: Environmental Classics** In this seminar we will explore some of the environmental classics, including books by authors such as Wendall Berry, Edward Abbey, Aldo Leopold, and Wallace Stegner. We will look closely at how these authors portray out connections to the natural world and to each other. In addition, we will assess the influence of these books on the environmental movement. Class members will facilitate discussions, and active participation in class is required.

### **Environmental Themes in Popular Lyrics:**

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Environmental Studies Department  
**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 295 - Environmental Internship**

**Credits:** 3.00 to 4.00

First and second year environmental students are given the opportunity to explore career ideas through work with a public or private environmental group. Requirements and guidelines are provided by the internship coordinator and include journaling, seminars and pre-agreed job descriptions.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Environmental Studies Department  
**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 300 - Environmental Ethics**

**Credits:** 3.00

An analysis of human attitudes and values towards the natural environment. Topics include: historical and cultural roots of the ecological crisis, the relationships between environmental facts and ethics, conflicting views on ecological problems and ethical alternatives, case studies of ethical problems in the environment, and cooperation with nature. Must meet prerequisite or permission of instructor.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Environmental Studies Department  
**Restrictions:**

Must be enrolled in one of the following Class(es):

- 1st Semester Junior
- 2nd Semester Junior
- 1st Semester Senior
- 2nd Semester Senior

**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 301 - Directed Study in ENV**

**Credits:** 1.00 to 12.00

**College:** College of Arts and Sciences  
**Division:** Day Division  
**Department:** Environmental Studies Department  
**Restrictions:**

Must be enrolled in one of the following Class(es):

- 1st Semester Junior

2nd Semester Junior  
 1st Semester Senior  
 2nd Semester Senior

### **ENV 310 - Risk Assessment**

**Credits:** 3.00

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. Must meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
 2nd Semester Junior  
 1st Semester Senior  
 2nd Semester Senior

### **ENV 320 - Epidemiology**

**Credits:** 3.00

This course will provide a basic understanding of diseases in human population groups by means of sampling, measurement and statistical evaluation. Areas of emphasis will include investigation of an epidemic, measures of risk, and biological variability; screening, sampling, and statistical significance; and associations and correlations in the design of retrospective and prospective studies. Case studies such as Love Canal and Times Beach also will be utilized. Must meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
 2nd Semester Junior  
 1st Semester Senior  
 2nd Semester Senior

### **ENV 345 - Outdoor Environmental Educ**

**Credits:** 3.00

Through this mostly out-of-doors course, students will gain a strong sense of place with nature by learning about animal behavior and tracking, winter plant identification, map and compass use, sensory awakening, hiking, no-trace techniques, and outdoor survival skills. Reading by broad and varied naturalists, ecologists, and environmentalists; nature journaling; student teaching; and group work will be used to prepare students to act responsibly toward our natural environments, and to become practitioners and teachers of environmental stewardship. Two overnight camping trips are mandatory, as is a weekend field trip in the White Mountains of New Hampshire. Must meet prerequisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
 2nd Semester Junior  
 1st Semester Senior  
 2nd Semester Senior

**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 350 - Water Quality**

**Credits:** 3.00

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. Third or fourth-year standing required. Must meet pre-requisite of permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:**

### **ENV 352 - Nature Writers**

**Credits:** 4.00

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. Must meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 352L

**Pre-requisites:** ENV 100 Minimum Grade: C- or ENV 104 Minimum Grade: C-

### **ENV 352L - Nature Writers Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Day Division

**Department:** Environmental Studies Department

**Co-requisites:** ENV 352

### **ENV 354 - Contemporary Nature Writing**

**Credits:** 3.00

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. Must meet pre-requisite or permission of instructor

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ENV 352 Minimum Grade: C-

**ENV 355 - Environmental Law and Policy****Credits:** 3.00

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. Meet the restrictions or permission of instructor. permission of instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Environmental Studies Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**ENV 375 - Environmental Impacts****Credits:** 4.00

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 are presented at a mock environmental hearing. Third or Fourth-year standing or permission of the instructor required.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Environmental Studies Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 375L**ENV 375L - Environmental Impacts Lab****Credits:** .00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Environmental Studies Department**Co-requisites:** ENV 375**ENV 380 - Environmental Case Studies****Credits:** 3.00

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. Third or Fourth-year standing required. May be taken more than once if topics change. Must meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Environmental Studies Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
2nd Semester Junior  
1st Semester Senior  
2nd Semester Senior

### **ENV 391 - Environmental Advocacy**

**Credits:** 3.00

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). Must meet pre-requisite or permission of instructor

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
2nd Semester Junior  
1st Semester Senior  
2nd Semester Senior

### **ENV 395 - Environmental Hlth Internship**

**Credits:** 3.00 to 9.00

Interns will work for at least 180 hours in their fourth-year at an approved site or sites to gain practical experience in the environmental health profession. The purpose of the internships are 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 of their internship experience(s) to students and faculty in the Department of Environmental Science or to the university community. Fourth-year standing required. Must meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior  
2nd Semester Junior  
1st Semester Senior  
2nd Semester Senior

### **ENV 398 - Adv Topics ENV Studies**

**Credits:** 3.00

An in-depth study of a topic in the fields of environmental studies. Employing an interdisciplinary approach, the course builds upon prior knowledge and skills attained in the Environmental Core Courses. May be taken more than once if topic changes. Third- or fourth-year standing, or permission of instructor, is required. Topics of some recent offerings follow: Practicum on Land Conservation, Wetland Restoration: Science and Policy, Environmental Policy in Comparative Perspective, Design with Nature, Seminar on Edward Abbey, Wetland Conservation and Ecology, Indigenous Ecology, Conservation Biology, & the Politics of Knowledge, and Ecology, Economy, & Ethics

**Ecology, Economy & Ethics:** This course will critically examine the assumptions and values underlying these concepts and discuss the arguments both pro and con for "value-neutral" economically driven environmental policy making. Following this fundamental material, we will explore various alternative schools of environmental economics focusing particularly on "ecological economics". We will then compare traditional and alternative economics analyses of a range of domestic and international environmental policy issues including pollution prevention and control, the use of renewable and nonrenewable resource private/public/communal property rights, international trade economic growth and development, environmental justice, global climate change, and the loss of biodiversity. We will assess the implications of these analyses in light of various social, ethical, and ecological considerations. This course concludes with a

discussion of several radical economic visions for the future.

**Identification of Wetland Plants:** Wetland Boundaries, important for many environmental policy decisions, are defined primarily by plant life, soil type, and water level. Using State of Maine guidelines, students will learn how to identify wetland plants of the New England region and learn their ecology.

### **Indigenous Ecology and Ecosystem Science:**

#### **Women in Nature:**

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **ENV 399 - Adv Topics ENV Studies**

**Credits:** 4.00

An in-depth study of a topic in the field of environmental studies. Employing an interdisciplinary approach, the course builds upon prior knowledge and skills attained in the Environmental Core Courses. May be taken more than once if topic changes. Third- or fourth-year standing, or permission of instructor, is required. Topics of some recent offerings follow: Practicum on Land Conservation, Wetland Restoration: Science and Policy, Design with Nature, Wetland Conservation & Ecology, Indigenous Ecology, Conservation Biology, and the Politics of Knowledge.

#### **Environmental Advocacy:**

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 399L

**Pre-requisites:**

### **ENV 399L - Adv Topics ENV Studies Lab**

**Credits:** .00

An intensive, hands-on accompaniment to the ENV 399 Advanced Topics course. Examples of the lab experience would include field trips to appropriate locations such as local land conservation sites, water treatment plants, legislative sessions, etc as well as data gathering activities such as wetland identification surveys, biodiversity identification, watershed mapping, etc. (optional)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 399

### **ENV 410 - Environmental Research**

**Credits:** 1.00 to 9.00

This course is for advanced majors who may wish to undertake directed research as a special

course. A carefully prepared written plan must be presented and approved by faculty. GPA of 3.0 or written permission of faculty sponsor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **ENV 495A - Adv. Environmental Internship**

**Credits:** 3.00 to 9.00

The internship experience provides an opportunity to apply environmental theory and methods within a regional, national or international public or private environmental agency. Students agree to follow a curricular guideline as outlined in the DES Internship Packet. Grades are determined through an array of assignments including successful job performance, journaling, papers and seminars. Third or fourth year standing required. Must meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **ENV 495B - Adv Envir Community Internship**

**Credits:** 3.00 to 9.00

DES' Center for Sustainable Communities offers internship experiences which provide an opportunity to apply environmental theory and methods within a local public or private environmental agency. Students agree to follow a curricular guideline as outlined in the DES Internship Packet. Grades are determined through an array of assignments including successful job performance, journaling, papers and seminar. Third or Fourth year standing required. Must meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

## **English as Second Language**

### **ESL 100 - English As A Second Language I**

**Credits:** 3.00

This course is 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. This course is 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 listening skills as well as verbal and written expression. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages for financial aid and visa requirements.

**College:** No College Designated  
**Division:** Undergraduate  
**Department:** Student Support Services

### **ESL 200 - English As Second Language II**

**Credits:** 3.00

This course is designed to act as a continuation of ESL 100. It will again utilize interdisciplinary approaches to facilitate growth in the ESL student's use of college level English. This course is 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 listening skills as well as verbal and written expression. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages for financial aid and visa requirements.

**College:** No College Designated  
**Division:** Undergraduate  
**Department:** Student Support Services

### **ESL 300 - ESL Directed Study**

**Credits:** 3.00

The directed study has been created for students who need further preparation after they have completed the ESL sequence. Here, an individual's discipline-specific needs serve as the basis for study in advanced language development focusing on the student's primary field of study. Individuals who wish to undertake such work must first obtain permission from the Office of English as a Second Language and then follow University guidelines found in the Student Handbook for the formulation and approval of appropriate proposals. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements.

**College:** No College Designated  
**Division:** Undergraduate  
**Department:** Student Support Services

## **Exercise and Health Promotion**

### **EXS 130 - Motor Development**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Exercise & Sport Performance  
**Pre-requisites:**

### **EXS 160 - Intro to Exercise and Hlth Pro**

**Credits:** 3.00

This course provides an introduction to the fields of Exercise and Health Promotion. Topics include: historical perspectives, an overview of the profession and career opportunities, certifications available, a synopsis of professional organizations, current issues, and future trends within Exercise and Health Promotion. Through lectures, on-site visits and practical experiences, students will become familiar with the opportunities available in the field and the roles assumed by Exercise and Health Promotion Specialists.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Exercise & Sport Performance

### **EXS 190 - Independent Study in EXS**

**Credits:** 1.00 to 9.00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Exercise & Sport Performance

**EXS 210 - Fund of Nutrition & Exercise****Credits:** 3.00

This course is an introduction to the field of nutrition with specific applications to exercise nutrition. An emphasis is placed on the nutritional needs of the athlete and the active person. Students will explore the role of diet as it relates to improving athletic or exercise performance; and, those aspects related to making informed choices about foods that reduce the risk of developing or contributing further to health problems as a result of poor nutrition.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:****EXS 280 - Health Promotion & Wellness****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:****EXS 290 - Independent Study in EXS****Credits:** 1.00 to 9.00**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**EXS 310 - Kinesiology & Biomechanics****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:** BIO 345 Minimum Grade: D and EXS 130 Minimum Grade: D**EXS 320 - Exercise Physiology****Credits:** 3.00

This course studies the nervous, circulatory and respiratory systems and allows students to analyze the immediate and long-range effects of exercise on the human body.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:** BIO 345 Minimum Grade: D**EXS 330 - Fitness Eval & Prescription****Credits:** 3.00

Classroom lectures and Practicum in exercise testing, fitness prescription, measurement and evaluation skills are developed. Topics include: medical/health screening, exercise test administration and interpretation, body composition, nutritional assessment, metabolic calculations and exercise program development. ACSM standards are followed.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:** ( MAT 120 or MAT 150 ) and EXS 320 Minimum Grade: D**EXS 360 - The Older Adult and Wellness****Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** EXS 210 Minimum Grade: D and EXS 280 Minimum Grade: D

### **EXS 390 - Independent Study in EXS**

**Credits:** 1.00 to 9.00

Permission of Department Chair and Instructor Required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### **EXS 399 - EHP Clinical Experience**

**Credits:** 1.00 to 3.00

Students apply basic knowledge of exercise and health promotion to populations under supervised conditions. They are expected to lead and to prepare health-promoting programs during this experience. Clinical sites are off campus in medical, community, and educational settings.

Emphasis is on team approach to providing services/care. Permission of ESP Fieldwork Coordinator and Third-year in good standing (see EHP GPA requirements).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Exercise & Health Promotion

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

### **EXS 499 - EHP Clinical Experience**

**Credits:** 3.00 to 6.00

This clinical experience provides students with opportunities for practical application of exercise and health promotion knowledge in a one-on-one setting under the direct supervision of a exercise/health clinician. These placements are with agencies that utilize physical activity programs as a means of disease and risk factor control modification, e.g., cardiac and/or pulmonary rehabilitation, long-term care settings, and kidney dialysis units. Fourth-year in good standing (see EHP GPA requirements) and permission of ESP Fieldwork Coordinator.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Exercise & Health Promotion

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EXS 399

## **French**

### **FRE 100 - Living French I**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences



**Division:** Undergraduate

**Department:** English Department

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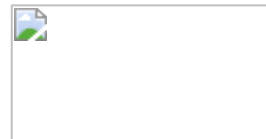
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# Catalog 2004-2005

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## Courses for 2004-2005

This is the course description portion of the University of New England Undergraduate and Graduate Catalog for the College of Arts and Sciences and the College of Health Professions. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#)	[AMS](#)	[ANE](#)	[ANT](#)	[ART](#)	[ATC](#)	[BIO](#)	[BUAC](#)	[BUEC](#)	[BUFI](#)	[BUMG](#)	[BUMK](#)	[CHE](#)	
[CIT](#)	[CITM](#)	[DEN](#)	[EDU](#)	[ENG](#)	[ENV](#)	[ESL](#)	[EXS](#)	[FRE](#)	[GEO](#)	[GER](#)	[GPH](#)	[HIS](#)	[HSM](#)
[IHH](#)	[LAC](#)	[LIL](#)	[LILE](#)	[LILH](#)	[LIT](#)	[LSC](#)	[MAT](#)	[MUS](#)	[NSG](#)	[OTR](#)	[PAC](#)	[PHI](#)	[PHY](#)
[PSC](#)	[PSR](#)	[PSY](#)	[PTH](#)	[REL](#)	[SOC](#)	[SPA](#)	[SPC](#)	[SPT](#)	[SSW](#)				

### Geology

#### **GEO 200 - Geology**

**Credits:** 4.00

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). Cross listed with ENV 230.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** GEO 200L

#### **GEO 200L - Geology Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Co-requisites:** GEO 200

### Gerontology

#### **GER 506 - The Aging Experience On-Line**

**Credits:** 3.00

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills. (Cross-listed with SSW 636)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Gerontology

#### **GER 520 - Counseling Elders & Families**

**Credits:** 3.00

This summer intensive course covers individual and group practice techniques for counseling older

adults and their families. Using a strengths perspective, assessment and treatment techniques used to address issues such as later life depression, substance abuse, a diagnosis of Alzheimer's Disease and anxiety will be covered as well as ways to empower elders through the use of support groups. Types of case management with elders and an overview and methods of accessing geriatric health and long term care resources are also covered. This course is offered one day per week for seven consecutive weeks. (Cross-listed with SSW 598)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

### **GER 525 - Gerontology for Health Prof**

**Credits:** 3.00

This course is a progressive overview of the field of aging beginning with the history and theories of gerontology and transitioning to the methods -providers use with older consumers to maintain wellness and high functional levels in the later years. The latest research on exercise, nutrition and alternative and complementary health care for an aging population will be emphasized.

(Cross- listed with NSG 333 and SSW 634)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

### **GER 560 - Legal and Ethical Issues**

**Credits:** 3.00

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court. (Cross-listed with SSW 624 and ACP 555)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

### **GER 571 - Social Work Practice w/Groups**

**Credits:** 3.00

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. (Crosslisted with SSW 571 and ACP 540)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Gerontology

### **GER 601 - Independent Study**

**Credits:** 1.00 to 6.00

This is the directed (independent) studies course for students who wish to explore an aspect of gerontology in depth that is not covered in another certificate course. Offered with permission of instructor and program coordinator. For more information or for application materials, please contact: Dr. Pamela Arnsberger, Director Gerontology Certificate Program University of New England 716 Stevens Avenue Portland, ME 04103 Tel: (207) 797-7261 ext. 4501

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

### **GER 627 - Pharmacology:Drugs & Behavior**

**Credits:** 3.00

Examination of the concepts in psychopharmacology, neurophysiology, psychoactive drug classification. Physiological, and psychological aspects of psychopharmacological agents used in the treatment of psychiatric disorder are presented. Psychopharmacology with the elderly population are explored including use and abuse of prescription and non prescription medications. (Cross- listed with SSW 627 and ACP 520)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

### **GER 640 - Narrative Therapy with Elders**

**Credits:** 3.00

This advance practice course builds on the introduction to narrative therapy provided in Individual, Family, and Group Practice I. The course provides students the opportunity to further develop their knowledge and skills and narrative therapy through work with elders in the context of a unique practice experience. The course will be provided in partnership with an assisted living facility in the area. Students will work one on one and in groups with elders at the facility while learning narrative therapy theory and practice. A closing ceremony will provide further narrative therapy opportunities. Topics to be covered in course include an overview of theories of aging, aging in sociocultural context, review of narrative therapy, ideas and theories, narrative practice techniques as applied to elders, ethical issues and practice with elders, and narrative approaches to issues of loss, aging, and dying. SSW 552, Social Work Practice with Individual, Families and Groups I, or permission of the instructor are prerequisites. for this course.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**GER 670 - Death and Dying**

**Credits:** 3.00

An interdisciplinary course on death and dying to explore the death system, funerals, economic considerations of death, care of the dying and the bereaved of all ages, psychological dynamics dealing with death, and ultimate questions in relationship to death and bereavement. The course will examine the basic principles of palliative care, bereavement and grief in all age groups, suicide and grief, issues around refugee and immigrant experience with death, various philosophical and religious understandings of death, meaning of life, and ethical issues related to the care of the dying and bereaved. The course explores the nature of grief and loss, the personal characteristics of effective practitioners, communication skills used in practice, the goals and techniques of practice with people who are grieving, approaches to helping those who are dying, and specific interventions that are helpful to bereaved clients in cases of prolonged grief, mourning a child or those whose deaths were stigmatized or unanticipated. Students will explore their own personal, cultural, and spiritual experiences, beliefs and values around death and dying.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Gerontology

## Graduate Cert in Public Health

**GPH 706 - Public Hlth Admin: System Appr**

**Credits:** 3.00

This course provides an overview of the history, content, scope, and processes of public health. Emphasis is placed on administration, organizational culture, management process, management functions and roles, leadership, motivation, communication, and human resource management.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Grad Certificate Public Health

**Restrictions:**

Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

**GPH 712 - Principles of Epidemiology**

**Credits:** 3.00

In this course students explore the factors underlying the distribution and determinants of states of health in various human populations. Emphasis is placed on investigative techniques, epidemiological methodology, and disease prevention.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Grad Certificate Public Health

**Restrictions:**

Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

**GPH 716 - Biostatistics****Credits:** 3.00

This is an introduction to biostatistics in public health. The course includes sampling theory and basic statistical and probability concepts that underlie public health research and practice.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Grad Certificate Public Health**Restrictions:**

Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

**GPH 722 - Intro to Environmental Health****Credits:** 3.00

This course provides an introduction to the ecological basis of health and disease. Students gain an understanding of the application of the principles and framework of ecosystems to issues such as toxic chemicals, fibers and dust, ionizing and non-ionizing radiation, air and water pollution, food chains, and the infectious agents in the environment. General principles and global processes are linked to local issues and the regulatory environment through case studies and site visits.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Grad Certificate Public Health**Restrictions:**

Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

**GPH 726 - Social and Behavioral Health****Credits:** 3.00

This is a graduate level course that provides grounding in fundamental concepts of the behavioral sciences as they illuminate public health. Since public health practice is the application of physical, biological and behavioral knowledge to living societies, a firm understanding of human social organization and behavior is essential. Individual and community responses to prevention, identification of symptoms, diagnoses, treatments, chronic ailments and rehabilitation are discussed. In each of these areas, the course explores the interaction between community, family, patient and health care provider. Residency requirement. Students are required to come to campus for this course.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Grad Certificate Public Health**Restrictions:**

Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

**GPH 742 - Integ Public Health Practicum****Credits:** 3.00

This course provides the opportunity for students from various concentrations in public health to focus on public health problems from their individual and joint perspectives. This course incorporates public health principles & science including substantive, analytical, administrative, and policy perspectives. Each student is required to design, execute and complete a final project. Must have successfully completed the five (5) core courses before registering for this course.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Grad Certificate Public Health**Restrictions:**

Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

## History

### **HIS 200 - T Roosevelt & W Wilson Am Cent**

**Credits:** 3.00

The course explores the elaboration of the American empire as manifest by the lives, ideas and policies of Roosevelt and Wilson. Students will read memoirs, biographies, and a variety of other materials which, will expose them to, and help them analyze conflicting interpretations of these two individuals.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 202 - American Identity & History**

**Credits:** 3.00

This course will expose students to a variety of sources which bear on the subject of American national identity and character. While due consideration will be given to the variety and diversity that characterizes Americans, attention will also be given to what all Americans may have in common. (Cross-listed with AMS 202)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 204 - Growing Up Female**

**Credits:** 3.00

From "sugar and spice and everything nice" to "a woman's place is in the House... and Senate" the expectations for a girl's life mirror the ever-changing social, cultural, religious, and political conditions in the United States. In our examination of girlhood from the 17th to the 21st century we will learn of society's changing expectations for females, and the political and cultural roles Americans believed girls played in society. (Cross-listed with AMS 204)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 206 - Diaries, Journals, and Letters**

**Credits:** 3.00

An examination of diaries, journals, and letters of American men and women both prominent and unknown. We'll study the shift from the use of such writings as teaching tools, meant to be read by others, to the more modern practice of diaries and letters as private documents. In addition to examining what people wrote and why they wrote, we'll give critical consideration to the use of diaries, journals, and letters in historical research. (Cross-listed with AMS 206)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 210 - Race & Ethnicity Latin Amer**

**Credits:** 3.00

This course will explore the social, cultural and political dimensions of race, ethnicity and identity in Latin America. Themes covered will include Aztec, Maya, and Inca culture and society, Spanish and Portuguese colonial society, African slavery, the wars of independence and the rise of nations and national identities, and changing conceptions of national identity in the 20th century. The course integrates materials from several disciplines, and students will read diaries, novels and other primary sources in translation, consult current news articles about Latin America, and study film and music.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 212 - Cultures Imperialism Lat Am/US**

**Credits:** 3.00

This course will explore the political, economic, and social, dimensions of the evolving relationship between the United States and Latin America. Topics will include direct cases of U.S. intervention in Latin America as well as indirect influence including economic and military aid, and political

intervention. The course will also examine Latin American responses to U.S. intervention, and the cultural dimensions of U.S. imperialism.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 222 - US Hist: Contact - Civil War**

**Credits:** 3.00

A theme-based exposure to the earlier periods of US history. Possible themes could include paradox or irony in US history, US history as the construction of empire, US history as progress or regression, US history as escape from the past. A variety of primary and secondary sources will be employed.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 223 - US His:Reconstruct-Present**

**Credits:** 3.00

A thematic exposure to the latter century and a half of US history. Possible themes could include the paradox of race in US history, the architects and managers of the American Century, or consensus and conflict in the US history. A variety of primary and secondary sources will be employed.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 225 - Episodes in French History**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 230 - Continuity/Chg Eur Thru Renais**

**Credits:** 3.00

European civilization from the Greeks through the Renaissance, addressing the intellectual, cultural, political, social, and economic developments that shaped European society before the dawn of the modern era. The historical themes of continuity and change and the interdependent development of the various European cultures will be the focus of the course. A variety of source materials will be used.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 231 - Continuity & Change Mod Europe**

**Credits:** 3.00

European history from the Renaissance to the present, addressing the intellectual, cultural, political, social, and economic developments that have shaped the modern age. Emphasis is on the intellectual responses to science, the evolution of the nation-state, and industrialization, along with their impact on society and politics. What has changed over time and what has remained the same will be two of the principal questions asked throughout the course.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

### **HIS 240 - Colonial Latin America**

**Credits:** 3.00

This course is an introduction to major themes in the history of Spanish and Portuguese colonization of the Americas (16th through 18th centuries). Themes might include ecological change, exploitation and resistance, Latin America as evolving periphery, or continuity and change. Students will gain knowledge of the social, political, and economic foundations of Latin America.

**College:** College of Arts and Sciences

**Division:** Day Division

**Department:** History Department

**HIS 241 - Modern Latin America****Credits:** 3.00

This course is an introduction to major themes in the history of modern Latin America (19th and 20th centuries) Themes might include class conflict and power, imperialism and dependence, or national identity at the periphery. Special emphasis will be placed on Argentina, Brazil and Mexico.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 250 - American Women's History****Credits:** 3.00

An examination of women as integral players and participants in American history from 1600 to the mid-nineteenth century. (Cross-listed with AMS 250).

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 251 - American Women's History II****Credits:** 3.00

An examination of women as integral players and participants in American history from the mid-nineteenth century to present day. (Cross-listed with AMS 251)

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 314 - Contemporary History****Credits:** 3.00

This course will explore historical roots of contemporary issues such as trade rivalry, gender relations, ecological deterioration, globalization or selected cases of international conflict. Students will read a variety of sources that will help them develop the ability to raise historical questions when confronted with what appear to be unique or isolated contemporary phenomena or events.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 315 - Topics in American Studies****Credits:** 3.00

An advanced course for the in-depth, interdisciplinary study of a particular period, region, or theme of American culture. Topics to be determined by the teaching faculty. (Cross-listed with AMS 315)

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 320 - Eur Enlight/Hist Consequence****Credits:** 3.00

This course examines the relationship between the development of European thought in the 17th and 18th centuries and subsequent social, institutional, and economic change. Emphasis is placed on political and social theory, ethics, and definitions of human personality and the natural universe. Begins with an examination of changes in the European world view between the general European crisis of the late 16th century to the eve of the French Revolution. Continues with a study of the impact of Enlightenment thought on the Atlantic revolution of the 18th century and the development of nationalist, socialist, colonial, and fascist movements in the 19th and 20th centuries.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 322 - French Rev and Napoleon****Credits:** 3.00

Beginning with an analysis of cultural, social, political, and economic conditions in France before 1789, this course analyzes the reasons for the eruption of revolutionary change in France and follows the Revolution through its successive phases. The rise of Napoleon, his institutional reforms in France, his conquests, the spread of the Napoleonic system, his eventual overthrow, and his lasting impact on Europe are studied in detail.



**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**HIS 325 - Episodes in French History**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**HIS 330 - Politics/Change Mod Lat Amer**

**Credits:** 3.00

This course will explore the relationship between political change and social movements in twentieth-century Latin America. Despite the diversity of cultures, economic systems and political systems, most nations in the region share certain political and social traditions. These include a sharply unequal distribution of wealth, a concentration of political power, authoritarian regimes, popular revolt, political instability, and the influence of foreign economic and political power. Special emphasis will be placed on Argentina, Brazil, and Chile.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**HIS 331 - Revolution/Social Protest Mex**

**Credits:** 3.00

This course will focus on the tumultuous political, social and economic history of Mexico beginning in the latter half of the nineteenth. Particular attention will be given to conflicts between indigenous people the European and creole elite, the role of European and US intervention in the evolution of modern Mexico.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**HIS 332 - CUBA/ARGENTINA:His, Soc & Cult**

**Credits:** 3.00

This course will focus, alternatively, on the rich history, society and culture of modern Cuba and Argentina. Particular attention will be given to processes of nation-state formation, popular mobilization, race relations, economic development, popular and elite cultures, and the influences of foreign powers. Readings will combine recent historical and anthropological studies, essays, films, and literary work. This course might be supplemental by study abroad trips to these countries. This course, if approved, will be offered in the Spring 2005 and subsequently every year. There is no prerequisite for this class.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**HIS 333 - His/Cult & Soc of Argen (Cuba)**

**Credits:** 3.00

This course will provide an in-depth look at Argentina. Students will be exposed to a variety of materials and sources that will give them a well rounded understanding of both the history and the culture of the country. This course may include a travel component scheduled for May of the year it is offered. Periodically, the course will focus on Cuba instead of Argentina.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**HIS 334 - Historical Geography**

**Credits:** 3.00

This course will examine the relationship between history and geography since 1500, focusing on the influence of the physical environment on human civilization, culture, and knowledge. Topics will include understandings of space and time, cartography, scientific knowledge of the world, economic development, politics and the nation-state, nature and the environment, regionalism, urbanization, and globalization.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**HIS 335 - History and Historians****Credits:** 3.00

The focus of this course will be on learning about historical methods and historical interpretation through reading and analyzing selections from "classic" works of historiography. Students will be exposed to a variety of perspectives and will be encouraged to understand the merits and limitations of each. Required of all History majors.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 337 - Topics in Women's History****Credits:** 3.00

An examination of selected topics in women's history. Topics will vary from semester to semester according to faculty and student interest. (Cross-listed with AMS 337).

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 338 - American Communal Experiments****Credits:** 3.00

Throughout American history, inspired individuals have grouped together in an attempt to craft a new American society, a utopia to improve, or replace, institutions of the mainstream society of the day. Some groups- such as the Shakers-chose a celibate, communal life. Others- such as the Oneida Perfectionists- chose a lifestyle of multiple marriage partners. The Woman's Commonwealth was entirely female; the Koreshan Unity believed we inhabit the inside of a hollow sphere. By studying a variety of communal experiments from the late 18th century to present day, we'll gain insight into the social, economic, political, and other problems that challenged Americans in times both past and present and led some to attempt to create a better society. (Cross-listed with AMS 338)

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 340 - United States and the World****Credits:** 3.00

This course explores the diplomatic history of the United States. Themes will be explored such as Wilsonianism, isolationism, unilateralism and formal and informal empire. Students will be encouraged to look critically at major issues or events in American diplomacy such as the Monroe Doctrine, the League of Nations, free trade and protection, human rights, American mission, and anti-communism.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 375 - Contemporary History****Credits:** 3.00

This course will look at contemporary events, issues and trends from a historical perspective. Issues might include such matters as the Iraq War, immigration, globalization, global warming, terrorism, and the AIDS pandemic. Students will be exposed to a variety of materials both contemporary and historical.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 380 - Slavery & Race in US/Brazil****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department

**HIS 400 - Topics in History****Credits:** 1.00 to 3.00

Selected topics in history scheduled on a one-time basis when faculty and student interest justifies it.

**American Bestsellers:** Before there were movies, radio and tv, books were mass media. In this course, we will read the popular bestsellers of the nineteenth and early twentieth centuries. Far from the classic works of Stowe or Hawthorne, these titillating stories featured Indian captivity, seduced women, shocking murders, and cross-dressing sailors. As we examine these all but forgotten authors, we will examine not only why these narratives were so widely read, but also what they tell us about issues such as gender roles, race, and class in a rapidly changing American Society.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 404 - Directed Readings in History****Credits:** 3.00

A small, seminar type reading course with the focus tailored to student and faculty interest. This course is only open to students with the permission of the instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**HIS 420 - Internship I****Credits:** 3.00

Professional opportunity for History majors in their senior year. Sites to be arranged by faculty with student in-put. Secondary education students with a major in History will satisfy this requirement through supervised student teaching.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**Restrictions:**

Must be enrolled in one of the following Major(s):

History

**HIS 450 - Fourth Year Thesis****Credits:** 3.00

A supervised opportunity to conduct primary source research and to develop and write a thesis. Required of all History majors.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** History Department**Restrictions:**

Must be enrolled in one of the following Major(s):

History

<b>Health Services Management</b>
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**HSM 300 - Intro to Management Health Serv Org****Credits:** 3.00

This course examines the organization, structure, and operation of the full range of health services organizations, both in-patient and outpatient, and the responsibilities and roles of managers. Areas covered include organizational goals and objectives; roles, functions, and responsibilities of managers; organizational structures; communication among departments/units in organizations; and administrative decision-making.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Health Services Mgmt Department**Pre-requisites:****HSM 301 - Leadership and Org. Behavior**

**Credits:** 3.00

This course involves the examination of leadership and managerial skills involved in the oversight of health care organizations. Content areas covered include the objectives, functions and interactions between departments, projections of needs, administrative decision-making and alternatives to the present system.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**Pre-requisites:**

**HSM 302 - Health Serv Delivery Systems**

**Credits:** 3.00

This course examines the major components of the contemporary health care delivery systems is conducted. The course analyzes the health services delivery systems 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 also explored.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**Pre-requisites:**

**HSM 303 - Health Care Economics**

**Credits:** 3.00

Emphasis is on the delivery of personal health care services and the financing of those services. The economic principles of supply and demand, pricing, production, and competition as applied to human and material resources in health service organizations are emphasized. The course assists the student in developing an understanding of the distinctive economic characteristics of the health care delivery systems 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 systems.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**HSM 310 - Hlth Care Finance & Accounting**

**Credits:** 3.00

This course analyzes the financial environment of health care organizations. The course explores health organization funding, rate setting, contracting, reimbursement, and economics as they relate to financial management. Inside the organization, it examines the processes of budgeting, auditing, cost analysis, fiscal reporting, and ratio analysis as management tools for managing finances and making financial decisions.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**Pre-requisites:**

**HSM 370 - Law and Ethics of Health Care**

**Credits:** 3.00

Health Care organizational ethical and legal issues are examined from a theoretical and practical perspective. These issues are examined from the viewpoints of health services managers, health care professionals, health planners, health policy makers and other stakeholders in the health care system. Case studies are used to assist students in developing a personal philosophy to deal with ethical issues and to provide them with collaborative methods to address ethical and legal issues facing those involved in the health service settings.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**Pre-requisites:**

**HSM 401 - Health Care Policy & Planning**

**Credits:** 3.00

The historical development of the nation's system of health care is covered, including visions for the future. It is designed to provide students with thorough knowledge of the field of health services planning and policy, and their impact on the health system and the services being

delivered. A review of health care policy development and implementation at the local, state and federal levels is provided. This course assists students developing skills in the analysis of policy, program planning and implementation, and the evaluation of health services. Major health care and related social issues and concerns are addressed in readings and class discussions.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**Pre-requisites:**

### **HSM 403 - Human Resources Management**

**Credits:** 3.00

This course examines the basic personnel functions; recruitment, selection, placement, compensation, 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 examined. It develops behavioral theories of the workplace and the techniques that support management of an organization's human resources.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

### **HSM 405 - Marketing of Health Services**

**Credits:** 3.00

This course is intended to provide students with knowledge of the marketing function within health services organizations. It examines the full range of health services, including both public and private. Students in this course analyze the marketing of health services in both the profit and not-for-profit-sectors and develop marketing plans for specific health services and health provider organizations.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**Pre-requisites:**

### **HSM 415 - Public, Private, Comm Hlth Org**

**Credits:** 3.00

This course covers individual, social and environment determinants of health and disease, including epidemiological concepts and methods for data gathering. Students analyze public health programs, health promotion initiatives and risk management programs created to address specific public health needs within diverse communities.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

**Pre-requisites:**

### **HSM 425 - Cult Diversity Health&Illness**

**Credits:** 3.00

The purpose of this course is to broaden the students perception and understanding of health and illness among individuals of the various cultural backgrounds. This course will be of interest to anyone in the health professions.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

### **HSM 495 - Field Prac Hlth Serv Management**

**Credits:** 6.00

This capstone experience affords the student the opportunity to participate as a member of an organizational administrative team. The student will choose a health care site and work closely with faculty and a management preceptor to complete a management project that will improve or enhance the delivery of health care in the identified organization. May take concurrently with HSM 405, but all other 300-level and 400-level courses must be completed.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt Department

## Interdisciplinary Health

### **IHH 221 - Concepts of Community Health**

**Credits:** 2.00

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. Cross-listed with DEN 221.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

**Co-requisites:** IHH 211L

### **IHH 221L - Community Health Practicum**

**Credits:** 1.00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

**Co-requisites:** IHH 221

### **IHH 333 - Gerontology Hlth Care Profess**

**Credits:** 3.00

The focus of this course is grounded in bio-psycho- social, and spiritual aspects of the elderly population based on current and projected demographics. Analytical evaluation of the theories of aging and a critical review of elders' lives in America are explored through the topics of ageism, pharmacology, nutrition, sexuality, death and dying, law, ethics, economics, and health as these relate to usual aging. The course design supports elders' voices through service learning, readings, and life review interviews. Previous elder experience preferred. Cross-listed with NSG 333.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

### **IHH 340 - Alternatives for Healing**

**Credits:** 3.00

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. Cross-listed with NSG 340.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

**Pre-requisites:** BIO 208 Minimum Grade: C and BIO 209 Minimum Grade: C and PSY 105 Minimum Grade: D

### **IHH 400 - Research Methods Health Prof**

**Credits:** 3.00

Using an interdisciplinary approach, this course introduces students in the health professions to the elements of qualitative and quantitative research in health care. The course will introduce research theory and process, encourage the use of primary literature using electronic database and the elements of measurements and statistical procedures. Also students will examine the ethical issues in clinical research. Emphasis will be on the ability to: critique published research, work within interdisciplinary groups, identify patient situations where research would improve care and understand the value of evidence-based practice. Student will apply their knowledge and skill in research process and design by completing literature review.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

**IHH 402 - Interdiscip Approach to Ethics****Credits:** 3.00

This course utilizes the code of ethics for various disciplines as the basis for assisting students to develop an understanding of the skills needed to resolve ethical problems for themselves, the client, the community, their profession, and the health care environment. Through the use of case analysis, article discussion, and debates students will increase their critical thinking and moral reasoning skills, increase their personal accountability for their values and beliefs, and have an increased sensitization to the roles and responsibilities of their own and others health care disciplines. Cross-listed with IHH 502.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Interdisciplinary Health Department**IHH 403 - Health Disparities****Credits:** 3.00

This course will expose, explore and examine inequity and inequality in health and health care. These two interests are related, but not the same. Resolution of disparities in health insurance and access to adequate and culturally appropriate health care, while vitally important and necessary, can neither resolve inequality in health nor redress the inequity that produces it. The impact of inequity and inequality on population health and well-being will be explored. Eco-social epidemiology and lifecourse theory will be developed as the foundation for theory-driven analysis and evidence-based knowledge for practice.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Interdisciplinary Health Department**IHH 404 - Comp Anal of Quantitative Data****Credits:** 2.00

A "how to" course that equips students with skills to organize and analyze quantitative data using statistics software. The course will emphasize computation and interpretation of graphics, descriptive statistics, and inferential statistics through hands-on learning using real data sets. Cross-listed with IHH 504.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Interdisciplinary Health Department**IHH 405 - Hlth Care Syst:Interdisc Persp****Credits:** 3.00

This course provides a comprehensive overview of the structure, function, financing and other critical issues associated with the United States' health care system from an inter-disciplinary perspective. It is a recommended course for graduate study and fourth year students, in all programs in the College of Health Professions. This course is designed to facilitate students' appreciation of the health care system as a system--that is, as a set of interdependent actors--and, thus, to appreciate the wide-spread consequences of decisions in the clinical, policy, and management arenas on the efficiency, effectiveness and equity of health services. Major actors (institutional and professional providers, patients and populations, and payers, including government and private) are examined in the context of the structure, organization, and financing of health care. The behavior of each actor in response to current economic, political, and ethical issues is explored. Students are encouraged to analyze the system critically and consider ways in which it might be restructured to improve its efficiency, effectiveness and equity. Cross-listed with IHH 505.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Interdisciplinary Health Department**IHH 406 - End of Life Care****Credits:** 3.00

This course is designed to introduce students to the knowledge and skills essential for providing clients and their families with quality care at the end of life. Topic areas include ethical/legal issues; cultural considerations; pain and symptom management; communication; grief, loss and bereavement; physical care and preparation for the time of death. The roles of nurses and interdisciplinary care providers are examined as critical participants in the achievement of quality end of life care. Successful completion of second year of the Associate Degree nursing option, or permission of faculty is required. This course is also open to, and suggested for, non-nursing

majors. Cross-listed with NSG 406.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

### **IHH 412 - Principles of Epidemiology**

**Credits:** 3.00

In this course students explore the factors underlying the distribution and determinants of states of health in various human populations. Emphasis is placed on investigative techniques, epidemiological methodology, and disease prevention.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

### **IHH 415 - Public & Community Health**

**Credits:** 3.00

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. Cross-listed with HSM 415.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

**Pre-requisites:** HSM 302 Minimum Grade: C and HSM 303 Minimum Grade: C

### **IHH 423 - Leg Liabil HCP Must Know**

**Credits:** 3.00

This course incorporates most of the legal liabilities health care professionals are exposed to in the day to day practice of their profession. Topics will include the anatomy of a medical malpractice case including standards of practice, informed consent, patient confidentiality, pain management, advanced directives, end of life decision making, documentation, quality assurance and other related topics. The course will be presented through lectures, true case presentations and group interactions.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

### **IHH 500 - Research Methods Health Prof**

**Credits:** 3.00

See course description for IHH 400.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health Department

### **IHH 502 - Interdiscip Approach to Ethics**

**Credits:** 3.00

This course utilizes the code of ethics for various disciplines as the basis for assisting students to develop an understanding of the skills needed to resolve ethical problems for themselves, the client, the community, their profession, and the health care environment. Through the use of case analysis, article discussion, and debates students will increase their critical thinking and moral reasoning skills, increase their personal accountability for their values and beliefs, and have an increased sensitization to the roles and responsibilities of their own and others health care disciplines. Cross-listed with IHH 402.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Interdisciplinary Health Department

### **IHH 503 - Health Disparities**

**Credits:** 3.00

This course will expose, explore and examine inequity and inequality in health and health care. These two interests are related, but not the same. Resolution of disparities in health insurance and access to adequate and culturally appropriate health care, while vitally important and necessary, can neither resolve inequality in health nor redress the inequity that produces it. The impact of inequity and inequality on population health and well-being will be explored. Eco-social epidemiology and lifecourse theory will be developed as the foundation for theory-driven analysis



and evidence-based knowledge for practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Interdisciplinary Health Department

### **IHH 504 - Comp Anal of Quantitative Data**

**Credits:** 2.00

A "how to" course that equips students with skills to organize and analyze quantitative data using statistics software. The course will emphasize computation and interpretation of graphics, descriptive statistics, and inferential statistics through hands-on learning using real data sets. Cross-listed with IHH 404.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Interdisciplinary Health Department

### **IHH 505 - Hlth Care Syst:Interdis Persp**

**Credits:** 3.00

This course provides a comprehensive overview of the structure, function, financing and other critical issues associated with the United States' health care system from an inter-disciplinary perspective. It is a recommended course for graduate study and fourth year students, in all programs in the College of Health Professions. This course is designed to facilitate students' appreciation of the health care system as a system-- that is, as a set of interdependent actors-- and, thus, to appreciate the wide-spread consequences of decisions in the clinical, policy, and management arenas on the efficiency, effectiveness and equity of health services. Major actors (institutional and professional providers, patients and populations, and payers, including government and private) are examined in the context of the structure, organization, and financing of health care. The behavior of each actor in response to current economic, political, and ethical issues is explored. Students are encouraged to analyze the system critically and ways in which it might be restructured to improve its efficiency, effectiveness and equity. Cross-listed with IHH 405.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Interdisciplinary Health Department

### **IHH 515 - Health Care Management**

**Credits:** 3.00

This course is designed for graduate students in the health professions and provides an overview of the managerial aspects of health care delivery within the context of the changing health services environment. It describes the influence of social, economic, legal, demographic, and ethical factors on the design and delivery of services, and then presents the theories and application of management principles (including personnel/human resource management, budgeting, planning, organizing, and leading) as means to facilitate the design and delivery of efficient and effective health services in a variety of health care settings. Students work on case studies to apply this knowledge and skills to actual health services organizational settings. cross-listed with HSM 515.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Interdisciplinary Health Department

### **IHH 565 - Administration and Supervision**

**Credits:** 3.00

The second semester course is concerned with roles and functions of social workers in various administrative and supervisory capacities, and how the work of the human service program is done through the efforts of its staff. Students gain an understanding of the financial management process, human resource issues, board leadership development, and task group leadership. Cross-listed with SSW 565.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Interdisciplinary Health Department

### **IHH 636 - The Aging Experience On-Line**

**Credits:** 3.00

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills. (Cross-listed with SSW 636)

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Interdisciplinary Health Department

**IHH 670 - Death and Dying**

**Credits:** 3.00  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Interdisciplinary Health Department

<b>Learning Assistance</b>
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**LAC 010 - Writing Tutorial**

**Credits:** 3.00  
This developmental course focuses on the writing process. Enrollment in the course is determined by scores on the writing placement test. Faculty work with students on generating ideas, researching, organizing their work, editing and revising. Students receive assignments and also have the opportunity to bring in writing assignments from other content courses. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' grade point averages. Students must achieve a passing grade in Writing Tutorial prior to enrollment in English Composition, which is required for graduation.  
**College:** No College Designated  
**Division:** Developmental Course  
**Department:** Student Support Services

**LAC 020 - Basic Math & Algebra**

**Credits:** 3.00  
This developmental course provides a review of basic mathematics and beginning algebra skills. Enrollment in this course is determined by scores on the mathematics placement test. 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. This course is offered on a Pass/No Pass basis only. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages. Students must achieve a passing grade in Basic Math & Algebra prior to enrollment in Intro Algebra & Problem Solving.  
**College:** No College Designated  
**Division:** Developmental Course  
**Department:** Student Support Services

**LAC 021 - Intro Algebra & Problem Solving**

**Credits:** 3.00  
The goal of this developmental level course is to develop proficiency in using algebra to communicate mathematically and to solve applied problems. Topics include solving equations, applying formulas, graphing, and operations with equalities, polynomials, exponents, and roots. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages.  
**College:** No College Designated  
**Division:** Developmental Course  
**Department:** Student Support Services  
**Pre-requisites:** Level 2 Math Placement Exam 00/00 or LAC 020 Minimum Grade: P

**LAC 022 - Adv Algebra & Problem Solving**

**Credits:** 3.00  
The goal of this developmental course is to develop proficiency in using algebra to communicate mathematically, represent mathematical relationships, and solve applied problems. Topics include functions, exponents, solving and graphing linear and quadratic equations, rational and radical equations, inequalities, and systems of equations. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point average.  
**College:** No College Designated

**Division:** Developmental Course

**Department:** Student Support Services

**Pre-requisites:** Level 3 Math Placement Exam 00/00 or LAC 021 Minimum Grade: D

### **LAC 030P - Ds:College Studies Seminar**

**Credits:** 1.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Learning Assistance Department

## Liberal Learning

### **LIL 420 - Fourth Year Thesis/Project**

**Credits:** 3.00

This course serves as a capstone experience integrating previous course work as well as providing a forum for the individual student's interest in a specialized topic. The student will be engaged in individual research topics developed in close consultation with a faculty advisor and a second faculty reader representing a second discipline. Students may elect to write a thesis or to develop a project that represents their research and creativity in some other way. Pre-requisites: Fourth-year standing and permission of the instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **LIL 495 - Internship in Liberal Studies**

**Credits:** 3.00 to 9.00

Students will apply theory and methods while working in a research facility, a non-profit organization, government agency, or private business. Prerequisites: Permission of the Liberal Studies coordinator and a sponsoring faculty member.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

## Liberal Learning

### **LILE 201 - HT: :Beg to Ren/English**

**Credits:** 3.00

This course will introduce students to the broad range of human cultures from prehistory to the present, taking a thematic approach rather than a strictly chronological one. In this course, we will cover various episodes in the development of human cultures across the globe, such as the rise of civilization, the emergence of urban societies, religious beliefs and practices, cultural contacts and conflicts, divisions between rich and poor, gender relations across cultures, and the artistic and literary achievements of the world. This course asks students to think critically about ideas within their historical contexts and to examine ways in which human expressions relate to and reflect broad intellectual and cultural patterns. Students will take a total of six credits of Human Traditions, three credits with designation history/political science and three credits with designation english/philosophy. This section is an examination of human endeavors from the perspectives of literature and philosophy and religion.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

- 1st Semester Sophomore
- 2nd Semester Sophomore
- 1st Semester Junior
- 2nd Semester Junior
- 1st Semester Senior
- 2nd Semester Senior

### **LILE 202 - HT: Ren to Present/English**

**Credits:** 3.00

Please refer to LILE 201 for course description.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** LILH 201 Minimum Grade: D

## Liberal Learning

### LILH 201 - HT: Beg to Ren/History

**Credits:** 3.00

This course will introduce students to the broad range of human cultures from prehistory to the present, taking a thematic approach rather than a strictly chronological one. In this course we will cover various episodes in the development of human cultures across the globe, such as the rise of civilization, the emergence of urban societies, religious beliefs and practices, cultural contacts and conflicts, divisions between rich and poor, gender relations across cultures, and the artistic and literary achievements of the world. This course asks students to think critically about ideas within their historical contexts and to examine ways in which human expressions relate to and reflect broad intellectual and cultural patterns. Students will take a total of six credits of Human Traditions, three credits with designation history/political science and three credits with designation english/philosophy. This section is an examination of human endeavors from the perspectives of history and political science.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### LILH 202 - HT: Ren to Present/History

**Credits:** 3.00

Please refer to LILH 201 for course description.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** History Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** LILE 201 Minimum Grade: D

## Literature

### LIT 121 - Lit, Nature & Biology

**Credits:** 1.50

This introductory course examines literature in connection with concepts in biology, chemistry and environmental studies. An important goal is to investigate the intrinsic value of literature as a way of knowing. Along with other critical methods, students study and apply mythopoeic analysis (which considers literature as the expression of human dreams and desires), as well as formal analysis. An important goal is to investigate the similarities and differences of literature and science, and in this regard human relationship with the natural world is an important theme. Required for first year DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** BIO 100, BIO 100L, ENV 100, ENV 150

**LIT 122 - Lit, Nature & Biology**

**Credits:** 1.50

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 normal analysis. An important goal is to investigate the similarities and differences of literature and science, and in this regard human relationship with the natural world is an important theme. Required for first year DES majors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Environmental Studies Department

**Co-requisites:** BIO 101, BIO 101L, ENV 101

**LIT 358 - Moroccan Literature & Culture**

**Credits:** 3.00

Contact the Office of Continuing Education for course description.

**College:** College of Arts and Sciences

**Division:** Continuing Education

**Department:** Continuing Education Department

<b>Life Sciences</b>
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**LSC 110 - Coastal Marine Ecology**

**Credits:** 2.00

Continuing education course offered to high school students only. Course description is available from the Office of Continuing Education.

**College:** College of Arts and Sciences

**Division:** Continuing Education

**Department:** Continuing Education Department

**LSC 275 - Intro to Honors Research**

**Credits:** 1.00 to 9.00

Hands-on experience with research methodologies through participation in an existing research project of an individual faculty member. This will provide the honors student with training in appropriate field, laboratory or library research skills, experience with data collection and analysis, as well as training in the scientific method. Honors students may enroll in this course as often as they like, with as many different faculty as they desire--at a minimum, students typically enroll in the course during the second semester sophomore year.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**LSC 300 - Third Year Honors Seminar**

**Credits:** 1.00

The primary goals of this course are to 1) help students to identify their research interests; 2) begin to refine those interests and develop feasible research questions; and 3) assist students in selecting potential faculty mentors. The seminar will also serve as a supportive, intellectual community which will foster personal and academic growth.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

### **LSC 310 - Honors Thesis Proposal Seminar**

**Credits:** 2.00

The main objective of this course is to assist students in developing a strong thesis project proposal-- continuation in the honors program beyond the junior year requires approval of a thesis proposal by the Honors Committee. In addition, this seminar will explore topics such as: how to give an effective oral presentation, managing your faculty mentor, funding research projects, and the ethics and social context of research.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

### **LSC 400 - Honors Speaker Series**

**Credits:** 1.00

An introduction to the craft of research through biweekly presentations by UNE faculty and invited speakers on a variety of research topics. Following the talk, honors students participate in a 1-hour discussion with the speaker about their research--topics include everything from how they got interested in their field, to how they define scholarship, to what they like best/least about their work, etc. Required of second year DBS & DES honors students.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

### **LSC 475 - Honors Research**

**Credits:** 1.00 to 9.00

In this course, honors students pursue independent research projects under the guidance of a faculty thesis advisor. Students learn appropriate research techniques, design an original project, and present a thesis in written and oral formats to the Honors Committee. Students are eligible to enroll in this course once they have selected a faculty mentor and their thesis proposal is approved by the Honors Committee; typically students enroll in this course both semesters of their fourth-year.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Biological Sciences Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

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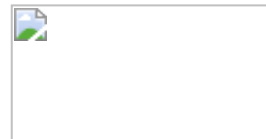
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# Catalog 2004-2005

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## Courses for 2004-2005

This is the course description portion of the University of New England Undergraduate and Graduate Catalog for the College of Arts and Sciences and the College of Health Professions. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#)	[AMS](#)	[ANE](#)	[ANT](#)	[ART](#)	[ATC](#)	[BIO](#)	[BUAC](#)	[BUEC](#)	[BUFI](#)	[BUMG](#)	[BUMK](#)	[CHE](#)	
[CIT](#)	[CITM](#)	[DEN](#)	[EDU](#)	[ENG](#)	[ENV](#)	[ESL](#)	[EXS](#)	[FRE](#)	[GEO](#)	[GER](#)	[GPH](#)	[HIS](#)	[HSM](#)
[IHH](#)	[LAC](#)	[LIL](#)	[LILE](#)	[LILH](#)	[LIT](#)	[LSC](#)	[MAT](#)	[MUS](#)	[NSG](#)	[OTR](#)	[PAC](#)	[PHI](#)	[PHY](#)
[PSC](#)	[PSR](#)	[PSY](#)	[PTH](#)	[REL](#)	[SOC](#)	[SPA](#)	[SPC](#)	[SPT](#)	[SSW](#)				

### Mathematics

#### **MAT 110 - Quantitative Reasoning**

**Credits:** 3.00

This course is designed to develop students' logical, quantitative, and mathematical thinking skills, while exploring applications. The goals of the course are for students to be able to think critically about the mathematics of topics covered in the news, make decisions on quantitative issues in their lives and careers, and clearly explain their reasoning. The course includes topics such as the use and misuse of numbers, statistics in the media, group decision-making, and personal financial mathematics.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021  
Minimum Grade: D

#### **MAT 120 - Statistics**

**Credits:** 3.00

This course is an introduction to decision-making in which students will learn how to apply methods of statistical analysis and interpret the results. Students are exposed to basic concepts of counting and estimation with confidence intervals. Topics include descriptive statistics, probability, binomial and normal distributions. Additional topics may include an introduction to hypothesis testing and the Student's t-distribution. Students will learn to use a statistical software package for performing statistical analysis.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021  
Minimum Grade: D or MAT 021 Minimum Grade: D

#### **MAT 130 - Math for Elementary Teachers**

**Credits:** 3.00

This course explores the topics encountered in elementary school mathematics and models the related teaching approaches. The goals of the course are to deepen conceptual understanding of

mathematics while developing problem solving and communication skills. Topics include properties of the real number system, multi-base arithmetic, set theory, number theory, probability, statistics, measurement, and principles of geometry. This course is recommended for all Elementary Education majors because it covers many of the topics that appear on the mathematics portion of the teacher qualifying examination. Offered in the spring semester of alternate years. Does not fulfill core curriculum mathematics requirement.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D or MAT 022 Minimum Grade: D

### **MAT 150 - Statistics for Life Sciences**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D or MAT 022 Minimum Grade: D

### **MAT 180 - Precalculus**

**Credits:** 3.00

This course focuses on the study of functions. It provides a foundation for the study of calculus, chemistry, and general physics. The goal is to help students understand functional relationships, especially as they arise in the physical and biological sciences. Topics include graphing and the analysis and application of polynomial, rational, exponential, logarithmic and trigonometric functions.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D or MAT 022 Minimum Grade: D

### **MAT 185 - Discrete Mathematics**

**Credits:** 3.00

This course provides an introduction to discrete mathematical processes with an experiential and problem-solving approach. Set theory, logic, graph theory, combinatorics, networks, and recursion are some of the topics that will be examined. This course can also be taken concurrently with MAT 180 with permission of the Mathematical Sciences Department Chair.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: D

### **MAT 190 - Calculus I**

**Credits:** 4.00

This course focuses on the techniques and applications of differential calculus and introduces integral calculus. The goals are to enable students to understand that differentiation is a study of the rate of change of functions and to develop and analyze mathematical models for solving problems. Topics to be covered include limits, continuity, derivatives of algebraic, logarithmic, exponential, and trigonometric functions, applications of differentiation, and an introduction to integration.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: C-



**MAT 195 - Calculus II****Credits:** 4.00

This course focuses on the techniques and applications of integral calculus. The goal is to enable students to understand that integration is a study of infinite summation and to utilize this process in solving problems. Applications of differentiation and integration, differential equations, improper integration, and infinite sequences and series are some of the topics studied.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Mathematical Sciences Department**Pre-requisites:** MAT 190 Minimum Grade: D or MAT 210 Minimum Grade: D or Level 6 Math Placement Exam 00/00**MAT 200 - Calculus III****Credits:** 4.00

The focus of this course is the study of multivariable calculus. Major topics include vectors, lines, planes, limits, continuity, derivatives, and integrals of vector valued functions. Other topics may include: sequences and series; polar, cylindrical, spherical coordinates; partial directional derivatives; multiple line and surface integrals; the theorems of Greene and Stokes. A variety of applications will also be investigated. Technology will be used to investigate concepts and solve problems. Offered in the fall of alternate years.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Mathematical Sciences Department**Pre-requisites:** MAT 195 Minimum Grade: D**MAT 210 - Differential Equations****Credits:** 3.00

This course introduces students to the theory and to solution techniques of some of the differential equations that model systems in the natural and social sciences. Topics include existence and uniqueness theorems, first and second order differential equations, vector matrix algebra, solution of linear systems of differential equations by Eigenvalue-Eigenvector methods, series methods, Laplace transforms, boundary value problems. An introduction of partial differential equations, non-linear systems and chaotic dynamics will be discussed.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Mathematical Sciences Department**Pre-requisites:** MAT 200 Minimum Grade: D**MAT 220 - Linear Algebra****Credits:** 3.00

The goal of this course is to introduce students to the theory, techniques, and applications of linear algebra. Some of the topics include vectors, matrices, determinants, vector spaces, inner product spaces, linear transformations, Eigenvalues, Eigenvectors and quadratic forms. Applications to linear equations, conics, quadric surfaces, least squares approximation, Fourier series, and differential equations will be discussed. Technology will be used to investigate concepts and solve problems.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Mathematical Sciences Department**Pre-requisites:** MAT 190 Minimum Grade: D or Level 6 Math Placement Exam 00/00**MAT 230 - Foundations of Mathematics****Credits:** 3.00

This course prepares students for upper level mathematics courses and serves as an introduction to theoretical mathematics. The primary goal is to develop students' abilities to read, critique, construct, and write mathematical proofs. Topics include logic, set theory, relations, functions, cardinality, induction, recursion, and algebraic and geometric structures.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Mathematical Sciences Department**Pre-requisites:** MAT 190 Minimum Grade: D or Level 6 Math Placement Exam 00/00**MAT 240 - Geometry****Credits:** 3.00

This course provides a survey of modern approaches to Euclidean and non-Euclidean geometries in two and three dimensions. The axiomatic foundations of metric and transformational geometries, isometries, similarities, symmetric figures, scaling, measurement, dimension, geometric construction, dissection theory, and projective geometry are topics that may be examined. Technology will be used to investigate concepts.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: D

### **MAT 250 - History of Mathematics**

**Credits:** 3.00

The goal of this course is to introduce students to mathematical ideas from historical and social perspectives. The evolution of various mathematical disciplines will be studied while focusing on the underlying mathematical concepts. The contributions of noteworthy mathematicians and the ways in which new mathematical ideas shaped the course of history will be discussed.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: D

### **MAT 270 - Mathematical Modeling**

**Credits:** 3.00

This course focuses on the process of formulating problems in mathematical terms, solving the resulting models, interpreting results, and evaluating solutions. Examples will be chosen from the behavioral, biological, and physical sciences and economics. The theoretical aspects of mathematical modeling will also be discussed. Technology will be used as a modeling tool.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: D

### **MAT 310 - Abstract Algebra**

**Credits:** 3.00

This course is an introduction to algebraic systems, their properties, and the operations defined on those systems. The axioms for groups, group representational theory, and the properties of rings and fields will be examined.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** MAT 230 Minimum Grade: D

### **MAT 320 - Probability**

**Credits:** 3.00

This calculus-based course provides a solid foundation in mathematical probability. Topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. The binomial, Poisson, and normal probability distributions will be studied. Offered in the fall.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** MAT 195 Minimum Grade: D

### **MAT 322 - Mathematical Statistics**

**Credits:** 3.00

This course follows MAT 320, and focuses on the mathematical underpinnings and applications of statistics. Point and interval estimation and significance tests such as regression, analysis of variance, and likelihood methods are included. Hypothesis testing and statistical inference are used to form conclusions about a variety of research questions. Students will use at least one comprehensive statistical software package. Offered in the spring.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** MAT 320 Minimum Grade: D

### **MAT 325 - Stats/Prob for Citizenship**

**Credits:** 3.00

This course is an introduction to probability and statistics focusing on data analysis and real applications while modeling secondary mathematics teaching methods. Topics include set theory, counting, sampling, graphic representation, measures of central tendency and variability, the normal distribution, correlation, linear modeling, and prediction. Examples are drawn from games of chance, the media, demographic data, and experiments conducted in the classroom. Students will study the role of probability and statistics in opinion polling and advertising, situations where statistics may be used to form erroneous conclusions, and other applications relevant to functioning as citizens in society. This course does not serve as a prerequisite to research methods courses in other disciplines.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D

### **MAT 400 - Real Analysis**

**Credits:** 3.00

This course introduces students to a rigorous study of functions of a real variable and related topology of the real line. The concepts of limits, continuity, differentiation, integration, infinite series, sequences and uniform convergence will be discussed.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** MAT 200 Minimum Grade: D and MAT 230 Minimum Grade: D

### **MAT 410 - Complex Analysis**

**Credits:** 3.00

This course provides the students with a rigorous study of functions of a complex variable. Topics may include: the algebra, geometry, and topology of complex numbers; differentiation of functions of a complex variable; the Cauchy-Riemann equations; contour integration; Taylor and Laurent series; Cauchy residue theorem; harmonic functions; conformal mapping. Applications related to pure and applied mathematics will be examined.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** MAT 200 Minimum Grade: D and MAT 230 Minimum Grade: D

### **MAT 420 - The Theory of Numbers**

**Credits:** 3.00

This course provides a foundation in elementary number theory by tracing its historical development and studying the contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime number factorization, number theoretic functions, perfect numbers, Mersenne primes, Fermat's theorem, and its consequences, congruence, the law of quadratic reciprocity, the problem of unique factorization in various number systems, integer solutions to algebraic equations, and primes in arithmetic progression are among the topics to be discussed.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

**Pre-requisites:** MAT 220 Minimum Grade: D

### **MAT 470 - Math Educ Research Seminar**

**Credits:** 3.00

The goal of this course is to create a scholarly atmosphere in which students and faculty engage in discussions and exploration of pertinent topics in mathematics education research. Topics may include research focusing on areas such as student or teacher learning and philosophical, constructivist, or cross-cultural perspectives related to the teaching and learning of mathematics. Prerequisite: Permission of the instructor and six MAT courses numbered 190 or higher. Does not fulfill core curriculum mathematics requirement.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

### **MAT 480 - Mathematics Research Seminar**

**Credits:** 3.00

This course is designed to create a scholarly atmosphere in which students and faculty engage in discussions and explorations of interesting mathematical topics. Students will present the results of their research in seminar talks and critique talks of their classmates. Topics vary by semester, depending upon the expertise of the instructor and the interest of participants. Prerequisites: Permission of the instructor and six MAT courses numbered 200 or higher.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

### **MAT 490 - Topics in Mathematics**

**Credits:** 3.00

The goal of this course is to provide students an opportunity not offered in the regular curriculum for in- depth study of advanced topics in one of the following areas: geometry, algebra, analysis, probability, statistics, differential equations, numerical analysis, number theory, applied mathematics, mathematical biology, or one of mutual interest to student and faculty.

Prerequisite: Permission of the instructor. Offered as needed.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences Department

## Music

### **MUS 101 - Introduction to Music**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

### **MUS 102 - Music Fundamentals**

**Credits:** 3.00

This course will study the concepts and skills essential to the basic understanding of music and the playing of a musical instrument. Through intelligent listening, creating and performing of various styles of music, this class hopes to create a better appreciation and understanding for how and why music works. A musical instrument and a rudimentary knowledge of its use are required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

**Co-requisites:** MUS 102L

### **MUS 102L - Music Fund Lab**

**Credits:** .00

This lab is a musical performance lab. Students will play instruments using musical pieces ranging from Bach to Polkas. These pieces will be designated and directed by the conductor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

**Co-requisites:** MUS 102

### **MUS 110 - World Music**

**Credits:** 3.00

An in depth examination of several world music cultures. Students will develop skills in listening, analysis, writing, and critical thinking as it relates to the music periods we will examine. In addition, the course will discuss issues of cross-cultural communication. Open to all students. No prior experience in music is required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts Department

## Nursing

### **NSG 100 - Fundamentals of Nursing**

**Credits:** 6.00

This course is designed to introduce the novice-nursing student to the concepts and domains basic to nursing practice and to the role of the nurse as a member of the therapeutic team. Based on Patricia Benner's novice-to-expert conceptual nursing model of skill attainment, the student is guided in the domains of the helping role and the teaching and coaching function. Using Maslow's Hierarchy of Need Theory as a framework, the student will begin to develop the holistic assessment skills that are the basis of direct patient care. In addition, the skills required for novice level therapeutic intervention will be practiced in the learning laboratory where competency will be evaluated. These skills will then be applied and supervised by expert nursing faculty in structured client situations. The student will also begin to assess the health care system and explore the ethical and legal parameters of nursing practice.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:** BIO 208, PSY 105

**Pre-requisites:**

### **NSG 101 - Nursing I**

**Credits:** 9.00

This course further develops the student's knowledge of the profession of nursing and the concept of health care within the domains of the Helping Role and the Teaching-Coaching Function. The added domains of Diagnostic and Monitoring Function, and Administering and Monitoring Therapeutic Interventions and Regimens are the focus of this course. The student, while participating as a member of the therapeutic interdisciplinary team, begins to use the nursing process in assisting clients of varying ages with common health problems in meeting basic needs. Skill acquisition and practice will continue in the learning laboratory prior to application in the clinical setting. Elements of wellness, culture and diversity, family, nutrition, pharmacology, legal and ethical issues, communication, and critical thinking will be integrated with the concepts of health and human needs.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:** BIO 209, PSY 220

**Pre-requisites:** NSG 100 Minimum Grade: C and BIO 208 Minimum Grade: C and PSY 105

### **NSG 201 - Nursing II**

**Credits:** 10.00

This course is designed to provide opportunities for growth in skills acquisition and situational understanding as the student, by caring for clients who have more complex physical problems, moves from novice toward the advanced beginner stage. Domains added to previous ones are: Effective Management of Rapidly Changing Situation, and Monitoring and Ensuring the Quality of Health Care Practices. Nursing skills continue to be learned in the nursing lab. Students apply the nursing process, critical thinking, and nursing skills as they participate as a member of the therapeutic interdisciplinary team to meet the nursing needs of clients in a variety of clinical settings. Elements of culture/diversity, family, community, health, critical thinking, nutrition, pharmacotherapy, legal/ethical aspects, communication, and client teaching within a changing health care system will be integrated.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:**

**Pre-requisites:** NSG 101 Minimum Grade: C and BIO 209 Minimum Grade: C and BIO 226 Minimum Grade: C and PSY 270 Minimum Grade: D

**NSG 203A - Nursing III: Maternity Nursing**

**Credits:** 3.00

This course challenges 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. This section of the course is designed to introduce the students to the nursing care of women and their families undergoing life changes in the area of maternity nursing.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:**

**Pre-requisites:** NSG 201 Minimum Grade: C and BIO 226 Minimum Grade: C and PSY 270 Minimum Grade: D

**NSG 203B - Nursing III: Psychiatric NSG**

**Credits:** 3.00

This course challenges 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. This section of NSG 203 is designed to introduce the students to the nursing care of mental health 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 dealing with mental health issues.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:**

**Pre-requisites:** NSG 201 Minimum Grade: C and BIO 226 Minimum Grade: C and PSY 270 Minimum Grade: D

**NSG 203C - Nursing III: Pediatric Nursing**

**Credits:** 3.00

This course challenges 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. This section of NSG 203 is designed to introduce the students to the nursing care of children and their families in institutional and community settings. Students continue to develop the management skills, and ethical and legal insight needed for the care of children and families with selected physical and psychosocial problems.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:**

**Pre-requisites:** NSG 201 Minimum Grade: C and BIO 226 Minimum Grade: C and PSY 270 Minimum Grade: D

**NSG 211 - Dimensions of Professional NSG**

**Credits:** 3.00

This seminar course facilitates the transition of the student from the role of advanced beginner as a new graduate, toward competent clinical practice as a registered nurse. The new knowledge presented focuses on Benner's domain of Organizational and Work-Role Competencies and addresses topics important to the nursing profession (i.e., transition to practice, cultural diversity, professional ethics, legal aspects, and the impact of technology on nursing). The seminar's format uses independent and interdependent study and active class participation to foster self and professional development and a commitment to lifelong learning. Students are actively prepared to take the National Licensure Examination in nursing and to enter professional practice.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:** NSG 203A, NSG 203B, NSG 203C

### **NSG 301 - Nursing Theory**

**Credits:** 3.00

This course is designed to introduce the student to Patricia Benner's "Novice to Expert" nursing model and give an overview of major nursing theories. The student is exposed to how nursing theories/ models function as a framework for nursing practice and nursing research.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

### **NSG 302 - Health Assessment**

**Credits:** 3.00

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. Course is open to second year ADN students with permission of instructor.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

### **NSG 303 - Manage-Challenge of Disability**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

### **NSG 304 - Families in Crisis**

**Credits:** 3.00

This course is designed to assist students in developing a plan of care for various families in crisis. Family Theory, crisis intervention and case management are covered. Classroom experiences focus on concepts relating to families in crisis as they present in various health care settings.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

**Pre-requisites:** NSG 301 Minimum Grade: C and NSG 302 Minimum Grade: C and NSG 303 Minimum Grade: C

### **NSG 305 - Health Edu in the Community**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Pre-requisites:** NSG 301 Minimum Grade: C

### **NSG 306 - Health Services Delivery Syst**

**Credits:** 3.00

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. (Cross-listed with HSM 302)

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

### **NSG 340 - Alternatives for Healing**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Pre-requisites:** BIO 208 Minimum Grade: C and BIO 209 Minimum Grade: C and PSY 105

### **NSG 345 - Mental Hlth Focus Gen Pop Comm**

**Credits:** 3.00

This course will expand on basic developmental, psychological and psychiatric theories and concepts of mental health. A holistic behavioral health model will be used to explore the use of a variety of approaches; such as cognitive-behavioral, dialectical behavior and complementary and alternative therapies; for working with groups and families in non-acute, community settings. Cultural and ethical aspects, health promotion, and care provider roles and relationships will be investigated. Students will have the opportunity to focus on a chosen area of special interest.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Pre-requisites:** NSG 203B Minimum Grade: C

### **NSG 365 - Interpersonal Communication**

**Credits:** 3.00

The course will include the studying and practicing of interpersonal communication skills, identifying power factors and assertive behavior, with the goal of increasing the student's level of self-esteem, on a personal and professional level, as well as improving his/her effective functioning under stressful conditions in the work environment.

**College:** College of Health Professions

**Division:** Undergraduate



**Department:** Nursing Department

### **NSG 401 - Nursing Research Methods**

**Credits:** 3.00

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. Completion of NSG 300-level courses required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

**Pre-requisites:** MAT 120

### **NSG 402 - Community Health Nursing**

**Credits:** 6.00

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. Completion of 300-level courses, Minimum Grade: C required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

**Co-requisites:**

**Pre-requisites:**

### **NSG 403 - Leadership & Management in Nursing**

**Credits:** 6.00

This capstone course offers students the opportunity to identify, explore, and develop their personal leadership/management potential. The major leadership and management theories are identified and applied. Didactic and clinical experiences focus on allocation of resources, communication, conflict resolution, delegation and the process of total quality management. The focus of clinical component is on the application of leadership/management theory and skills in various nursing practice settings. Completion of NSG 300-level courses, Minimum Grade: C required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

**Co-requisites:**

**Pre-requisites:**

### **NSG 406 - End of Life Care**

**Credits:** 3.00

This course is designed to introduce students to the knowledge and skills essential for providing clients and their families with quality care at the end of life. Topic areas include ethical/legal issues; cultural considerations; pain and symptom management; communication; grief, loss and bereavement; physical care and preparation for the time of death. The roles of nurses and interdisciplinary care providers are examined as critical participants in the achievement of quality end of life care. Prerequisites: successful completion of second year of the Associate Degree nursing option, or permission of faculty. This course is also open to, and suggested for, non-nursing majors.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

### **NSG 412 - Peri-Operative Nursing**

**Credits:** 3.00

Using General Systems Theory, this course is designed to introduce the student to the role of the nurse in the peri-operative setting and to have the knowledge and skills necessary to knowledgeably begin a preceptored surgical unit orientation. Following the natural progression of the peri-operative event, the course will provide the theoretical and conceptual underpinnings relevant to the pre-op, intra-op, and post-op phases with greatest emphasis on the intra-op phase. Theoretical and practical application of the nurse's role through classroom discussion and, using an actual operating room setting, laboratory-learning activities. Areas of content include patient education, documentation, case management, ethical/legal considerations, safety, elements of professional practice, and technical aspects in the care of the surgical patient.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** NSG 101 Minimum Grade: C and NSG 201 Minimum Grade: C

### **NSG 455 - Case Management**

**Credits:** 3.00

This course explores the roles of the case manager as a catalyst, problem solver, and educator in a variety of settings. The influence of insurance and health benefits plans will be discussed in light of legal and ethical responsibilities of the nurse manager. The case management procedures of communications, work process, integrated management and role of the nurse case manager in a variety consulting roles will be highlighted.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing Department

**Restrictions:**

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# Catalog 2004-2005

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## Courses for 2004-2005

This is the course description portion of the University of New England Undergraduate and Graduate Catalog for the College of Arts and Sciences and the College of Health Professions. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#)	[AMS](#)	[ANE](#)	[ANT](#)	[ART](#)	[ATC](#)	[BIO](#)	[BUAC](#)	[BUEC](#)	[BUFI](#)	[BUMG](#)	[BUMK](#)	[CHE](#)	
[CIT](#)	[CITM](#)	[DEN](#)	[EDU](#)	[ENG](#)	[ENV](#)	[ESL](#)	[EXS](#)	[FRE](#)	[GEO](#)	[GER](#)	[GPH](#)	[HIS](#)	[HSM](#)
[IHH](#)	[LAC](#)	[LIL](#)	[LILE](#)	[LILH](#)	[LIT](#)	[LSC](#)	[MAT](#)	[MUS](#)	[NSG](#)	[OTR](#)	[PAC](#)	[PHI](#)	[PHY](#)
[PSC](#)	[PSR](#)	[PSY](#)	[PTH](#)	[REL](#)	[SOC](#)	[SPA](#)	[SPC](#)	[SPT](#)	[SSW](#)				

### Occupational Therapy

#### OTR 201 - Intro to Occupational Therapy

**Credits:** 2.00

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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

#### OTR 250 - Seminar1:Intr to Communication

**Credits:** 1.00

Listening skills are emphasized as students engage in dialogue about gender, race, class, culture, age, ability and sexual preference. Listening partnerships, team building and conflict resolution skills are developed as a basis for effective communication with peers, clients and professionals of diverse backgrounds. Group process is introduced.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

#### OTR 301 - OT: Foundations of Practice

**Credits:** 3.00

This course addresses 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.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

1st Semester Junior

### **OTR 302 - Analysis of Occupational Perfm**

**Credits:** 3.00

Analysis of tasks and skills used in the performance of daily occupations. The primary roles and functions of the occupational therapist in evaluation, and intervention will be introduced. The impact of culture, values, attitudes, and the environment on occupational performance also will be introduced. Students will develop teaching-learning skills.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

1st Semester Junior

### **OTR 303 - Biopsychosocial Dim Elders**

**Credits:** 2.00

This course complements and integrates with OTR 301 (theory), OTR 302 (activities), OTR 304 (biopsychosocial dimensions of occupational performance) and OTR 350 (Community Practicum) by introducing the student to the demographics and heterogeneity of the growing elderly population. Health and wellness concepts and sensitivity to the aging issues the elderly face are stressed. Students will explore strategies to help the elders deal with physical, social, emotional, and spiritual losses, and fulfill their valued occupational roles.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

1st Semester Junior

### **OTR 304 - Biospsychosocial Dim Occ Perfor**

**Credits:** 2.00

This course emphasizes the psychosocial perspective of occupational performance. The relationship of these dimensions to performance in the elder population is discussed.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

### **OTR 310 - Kinesiology**

**Credits:** 2.00

An in-depth analysis of human motion with an emphasis on biomechanics and total patterns of movement.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

**Co-requisites:** OTR 310L

### **OTR 310L - Kinesiology Lab**

**Credits:** .00  
**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Health Sciences  
Occupational Therapy  
**Co-requisites:** OTR 310

### **OTR 311 - Biopsychosocial Dim Adulthood**

**Credits:** 3.00

The student studies the biopsychosocial dimensions of human occupation in adulthood (ages 26-64). Disruptions in occupations are viewed through the lens of occupational therapy theory. Approaches to evaluation, intervention and intervention planning to support the roles and abilities needed to participate in the occupations of adulthood are explored. Community practicum experiences are integrated.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Health Sciences  
Occupational Therapy

### **OTR 312 - Occupational Perform Adulthood**

**Credits:** 4.00

The student learns evaluation and intervention with adults who are experiencing disruptions in occupations. The student learns to gather an occupational profile and to administer standardized and non-standardized assessments in order to analyze occupational performance. Performance skills, performance patterns, contexts, activity demands, and client factors are all considered and target outcomes are identified. Interventions are practiced and the student learns documentation skills. Community practicum experiences are integrated.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Health Sciences  
Occupational Therapy  
Must be enrolled in one of the following Class(es):  
2nd Semester Junior

### **OTR 316 - Research Methods**

**Credits:** 3.00

The student will gain knowledge on research design. The student will develop skills in critiquing research and writing scholarly papers. Topics will include: descriptive (including survey, item and scale development), quantitative and quasi-experimental (including single subject research design), experimental, and qualitative analysis.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

### **OTR 316L - Research Methods Lab**

**Credits:** .00

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department

### **OTR 350 - Community Practicum I**

**Credits:** 1.00

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, occupational analysis and planning, and beginning documentation. Reflection on field-based experience is elicited. Class presentations and discussions promote integration of theory and experience.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

1st Semester Junior

### **OTR 351 - Community Practicum II**

**Credits:** 2.00

Provides a structured field-based setting with adults experiencing disruptions in their occupations.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

2nd Semester Junior

### **OTR 352 - Group Process/Leadership**

**Credits:** 1.00

Theories about group process are emphasized. Experiential activities highlight group dynamics and are used to improve effectiveness as a group leader. The therapeutic use of self and the occupational therapy evaluation and intervention process related to groups are developed.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

1st Semester Junior

### **OTR 353 - Intro Problem-Based Learning**

**Credits:** 1.00

This course introduces students to the principles of problem-based learning. The focus is the development of critical thinking skills for occupational therapy practice. There is an emphasis on self-directed inquiry and learning facilitated by faculty.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

### **OTR 401 - Bio/Psy/Soc Dim Adol & Young**

**Credits:** 3.00

The course addresses the biopsychosocial dimensions of human occupations in adolescence and young adulthood. Disruptions in occupation due to disability, disadvantage, and/or life circumstance are examined and approaches to intervention to support engagement in occupation and participation are presented. Community practicum experiences are integrated.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Health Sciences  
Occupational Therapy  
Must be enrolled in one of the following Class(es):  
1st Semester Senior

**OTR 402 - Occ Perf Adol Young Adulthood**

**Credits:** 4.00

The student learns to evaluate and intervene with adolescents and young adults who are experiencing disruptions in occupations. The student refines skills in gathering an occupational profile and administering standardized and non-standardized assessments to analyze occupational performance. Performance skills, performance patterns, contexts, activity demands and client factors are all considered and target outcomes are identified. Community practicum experiences are integrated.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Health Sciences  
Occupational Therapy  
Must be enrolled in one of the following Class(es):  
1st Semester Senior

**Co-requisites:**

**OTR 402L - Occ Perf Adol Young Adulthood**

**Credits:** 3.00

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Health Sciences  
Occupational Therapy

**Co-requisites:**

**OTR 411 - Biopsychosocial Dim Childhood**

**Credits:** 5.00

The student learns concepts of typical and atypical development with emphasis on infants, children, and young adolescents (birth through 12 years). OT theory, approaches to intervention, and intervention planning are presented.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
Health Sciences  
Occupational Therapy  
Must be enrolled in one of the following Class(es):  
2nd Semester Senior

**OTR 412 - Occupational Perform Children**

**Credits:** 3.00

The student learns to analyze occupational performance in infants, children, and young adolescents (birth through 12 years). The student analyzes childhood occupations and the impact of performance skills, performance patterns, contexts, activity demands, and client factors by doing standardized and non-standardized assessments. The student refines documentation skills

and relates community practicum experiences to content.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

2nd Semester Senior

### **OTR 421 - Health Mgmt & Delivery**

**Credits:** 3.00

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 therapy services within a wide range of health care and community systems. This course also provides the opportunity for the student to examine his/her responsibility as a change agent and explore the various avenues that create change.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Master of Physical Therapy

Occupational Therapy

Must be enrolled in one of the following Class(es):

2nd Semester Senior

OT/PT 5th Year

### **OTR 450 - Community Practicum III**

**Credits:** 2.00

Provides a structured field-based setting for adolescents and young adults experiencing disruption in their occupations.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

Must be enrolled in one of the following Class(es):

1st Semester Senior

### **OTR 451 - Community Practicum IV**

**Credits:** 2.00

Provides a structured field-based setting with children who are experiencing disruptions in their occupations.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Health Sciences

Occupational Therapy

### **OTR 452 - PBL /OT for Young Adults**

**Credits:** 2.00



The student will participate in problem-based learning exercises in a small group. In this self-directed inquiry process, the student will use case studies that reflect the practice environment to learn and integrate previous and new knowledge and skills. The goal will be the development of critical thinking to determine best practice.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 Health Sciences  
 Occupational Therapy  
 Must be enrolled in one of the following Class(es):  
 1st Semester Senior

#### **OTR 453 - PBL: OT for Children**

**Credits:** 2.00

Continuing the problem-based model of learning, the course focuses on children and their families. The student will engage in case formulations that require synthesis of knowledge, skills, and clinical reasoning to determine best practice.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 Health Sciences  
 Occupational Therapy  
 Must be enrolled in one of the following Class(es):  
 2nd Semester Senior

#### **OTR 500 - Fieldwork IIA**

**Credits:** 6.00

Supervised full-time 12 week OT clinical experience in approved centers throughout the United States. IIA and IIB are required, IIC is optional.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 M Science/Occupational Therapy

#### **OTR 501 - Fieldwork IIB**

**Credits:** 6.00

Supervised full-time three months OT clinical experience in approved centers throughout the United States. IIA and IIB are required, IIC is optional.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):  
 M Science/Occupational Therapy

#### **OTR 502 - Fieldwork IIC**

**Credits:** 6.00

Optional/Supervised full-time three months OT clinical experience in approved centers throughout the United States. II are required, III is optional.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Occupational Therapy Department  
**Restrictions:**

Must be enrolled in one of the following Major(s):

M Science/Occupational Therapy

**Pre-requisites:** OTR 500 Minimum Grade: D and OTR 501 Minimum Grade: D

### **OTR 505 - Advanced Practice Seminar**

**Credits:** 4.00

The graduate problem-based seminar is designed to develop clinical reasoning skills and skills of evidence based practice. Students will use cases or clinical problems to explore and analyze best practice methods in their identified area. This required course is utilize problem-based learning methodology and as such student driven and facilitates open dialogue.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

M Science/Occupational Therapy

Must be enrolled in one of the following Class(es):

OT/PT 5th Year

**Pre-requisites:** OTR 500 Minimum Grade: D or OTR 501 Minimum Grade: D or OTR 502 Minimum Grade: D

### **OTR 516 - Research Project I**

**Credits:** 2.00

In faculty-student teams, students will design and develop a research proposal to be submitted to the Institutional Review Board. The goals are to foster an appreciation of the value of research to the profession while gaining skills to conduct research.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

M Science/Occupational Therapy

Occupational Therapy

Must be enrolled in one of the following Class(es):

1st Semester Senior

### **OTR 517 - Research Project**

**Credits:** 3.00

In faculty-student teams, students will conduct the research designed in OTR 516, begin analyzing and interpreting the results, and present the initial findings in a poster at the CHP sponsored research day.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

M Science/Occupational Therapy

Occupational Therapy

Must be enrolled in one of the following Class(es):

2nd Semester Senior

### **OTR 518 - Research Seminar**

**Credits:** 1.00

In faculty-student teams, students will complete the study and finalize the written document. Students will present the completed project at CHP Research Day and prepare the paper for possible publication or professional conference.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

M Science/Occupational Therapy

Must be enrolled in one of the following Class(es):  
OT/PT 5th Year

**OTR 519 - Evidence-Based Research Sem**

**Credits:** 3.00

This course includes analysis of how research relates to changes in practice, reimbursement, quality assurance, continuing competency, evidence-based practice, and other issues. All work in this course will be done individually building upon previous research skills. The student will be expected to develop his/her research interest to an advanced level.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Class(es):  
OT/PT 5th Year

**OTR 530 - Professional Elective**

**Credits:** 4.00

This course is designed to be flexible to respond to current opportunities and issues in health care. Students choose from a number of offerings and develop and present a final portfolio highlighting their clinical and academic successes.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):  
M Science/Occupational Therapy  
Must be enrolled in one of the following Class(es):  
OT/PT 5th Year

**OTR 550 - Deliv Sys: Reality of Practice**

**Credits:** 4.00

Delivery systems will be readdressed from the outlook of one who has gained experience in practice. What was learned in fieldwork will be applied to more closely scrutinize, define, and integrate OT's roles, with a particular emphasis on non-traditional ones, in practice. The student will be asked to scrutinize the role of occupational therapy within one of these newly identified arenas. Ideally this position will be natural extension of the plan for professional growth they have already created for themselves, as well as the program plan completed in the senior year. Needs assessment, grant writing, and outcomes measurement to validate and extend the practice of occupational therapy will be emphasized. How to achieve and accommodate to change in system will be expanded.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):  
M Science/Occupational Therapy  
Must be enrolled in one of the following Class(es):  
OT/PT 5th Year

**OTR 560 - Prof El:Craniosacral Therapy**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Graduate

**Department:** Occupational Therapy Department

**OTR 580 - Directed Study**

**Credits:** 2.00 to 3.00

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

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

M Science/Occupational Therapy

Must be enrolled in one of the following Class(es):

OT/PT 5th Year

## Physician Assistant

### **PAC 500 - Anatomy**

**Credits:** 4.00

This course consists of LIVE (surface) Anatomy and Gross Anatomy components. Each component is designed to complement the other and to integrate the information studied in the Physical Assessment course into the study of anatomy. Gross Anatomy is divided into the study of osteology, prosected human cadaver specimens, and neuroanatomy. The course will be divided into regional anatomic areas. Each area will have individual handouts associated with it. Lecture sessions will preview the material to be studied in laboratory. In laboratory sessions, the students will be divided into small groups. Each group will start with a different instructor, who will cover specific information assigned for that session. Each group will then rotate to the other instructors in order throughout the lab session. Gross Anatomy and LIVE Anatomy will fill the first 9 weeks of the course. LIVE Anatomy is taught in conjunction with Physical Assessment (PAC 503). The overall goal is to assist the student in transferring their understanding of the human body into a clinical setting. Each session will be devoted to an organ system. It will be the same system being taught in Physical Assessment at that time. The final week of the Anatomy (PAC 500) course (week 10) will be strictly neuroanatomy information. Not course time will be spent in the laboratory and all material will be presented in lecture format.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

### **PAC 502 - Physiology**

**Credits:** 2.00

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.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

### **PAC 503 - Clinical Assessment I**

**Credits:** 2.00

This course is designed to introduce students to medical terminology and the basic skills necessary to perform a comprehensive screening history and physical examination. It will be taught in conjunction with the Gross and Live Anatomy course. Aspects of the physical examination will be sequenced with the two components of the anatomy course, so students will be learning similar information in both course simultaneously. Students will acquire an understanding of medical terminology which will be reinforced during courses in Anatomy, Physiology and Integrated Clinical Medicine. Each class session will begin with either a demonstration or short videotape. During the physical exam session's students will be divided into groups of 12-14 students. At each session students will have the chance to practice the portion of the physical exam learned in the previous session as well as the new information just introduced. Students will be expected to build on previously taught portions of the exam, until they can perform a complete physical examination.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

**PAC 505 - Professional Seminar****Credits:** 1.00

The course will be conducted as a lecture/seminar series. Presentations will attempt to descriptively establish the historical circumstances that contributed to the development of the Physician Assistant (PA) profession and the evolution to the current role of the PA as a member of an interdisciplinary team. Emphasis will be placed on PA standards of quality assurance, credentialing, and policies and regulations governing clinical responsibilities. The student will also be briefly introduced to the PA role in health care settings. This will serve as an introduction to "Professional and Ethical Issues for the Healthcare Provider: Interdisciplinary Perspectives," an integrated fall course in which a number of health delivery and health policy issues to the provision of care in a variety of health care settings and systems will be explored. Particular attention will be focused on the issues and needs of special and/or disadvantaged populations. Students will be expected to engage in active discussion of the issues presented and to share their perspectives and observations. Unless otherwise indicated by the lecturer/course coordinator, students are responsible for completing all assigned readings prior to each class session.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 506 - Integrating Seminar I****Credits:** 1.00

This course is divided into three sections. The first is designed to provide a forum for students to process related to returning to school, to examine techniques to build communication skills, and to discuss the stress students might encounter during their time in the Physician Assistant Program. A second section will utilize those skills learned in Clinical Assessment I, integrating interviewing, history, and physical exam results to clearly present a patient in both oral and written formats. The final section of this course is designed to provide the student with a structural approach to the skills necessary for developing the differential diagnosis and management plan of common clinical problems. Emphasis is on the correlation of historical information, physical exam findings and pertinent laboratory results to formulate a diagnosis and treatment plan. Through small group problem-based cases facilitated by faculty members, the student will apply knowledge acquired from previous or concurrent didactic courses to problem solve. The problem-based cases will relate to topics taught in ICM I.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 507 - Pharmacology I****Credits:** 1.00

This is the first of three semesters of Pharmacology for physician assistant students. The course is designed to principles of pharmacology, as well as specific principles of pharmacology as it pertains to ophthalmology and behavioral medicine. A portion of this course will focus on clinical Pharmacotherapeutics. Basic principles of therapeutics, along with ophthalmologic and behavioral medicine medications, will be discussed

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 509 - Integrated Clinical Medicine I****Credits:** 1.00

This course is designed to introduce students to the broad scope of clinical medicine, including diagnostic principles and therapeutic procedures as it pertains to dermatology and ophthalmology. It will be taught by systems; and will be integrated with physiology and pharmacology where appropriate.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 510 - Prof. & Eth. Issues for/HC****Credits:** 2.00

Legal Issues. Provides understanding of the law as it relates to Physician Assistant's actions. Responsibilities, liabilities. Health Care System. Psychosocial Issues. Medical Ethics. Cultural Issues. (Cross-listed with HSM 621)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

**PAC 511 - Health Prom/Disease Prevention**

**Credits:** 2.00

Problem oriented physical examinations utilizing special techniques and synthesis of data gathered from the history, physical exam and laboratory results. Surrogate program provided for students to practice male/female exams. EKG training and lab.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

**PAC 513 - Clinical Assessment II**

**Credits:** 1.00

This course is designed to continue the process of learning patient evaluation, which was begun in Clinical Assessment I. Several unique 'mine courses' are combined to enhance student's diagnostic and management skills. An overview of diagnostic studies commonly utilized in primary care and an approach to their interpretation will be presented. Laboratory studies to be presented will include hematology and the complete blood count (CBC), chemistry and the 'chem panel', and urinalysis. A large section will be devoted to the principles and practice of electrocardiogram (ECG) interpretation. Sessions will include genesis of the ECG, axis, hypertrophy, chamber enlargement, arrhythmias, conduction blocks, infarcts and ischemia and miscellaneous ECG abnormalities. There will also be a session on heart sounds and cardiac murmurs. Diagnostic radiography will be taught throughout this fall semester course. The fundamentals of radiology and the more common techniques utilized will be introduced first, with special consideration addresses for each clinical 'system' being studied in ICM II.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

**PAC 514 - App Research Clinical Prac I**

**Credits:** 3.00

Interpretation and analysis of medical literature. Literature search, computer research skills, scientific writing, statistical analysis and correlation. Approved research project initiated.

**College:** College of Health Professions

**Division:** Day Division

**Department:** Physician's Assistant Prog

**PAC 516 - Integrating Seminar II**

**Credits:** 1.00

This seminar provides an ongoing forum for students to process their cumulative learning experiences, to develop a reflective approach to the application of their learning and to synthesize newly acquired knowledge and skills into a meaningful whole as they proceed to the next level of knowledge and competence.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

**PAC 517 - Microbiology**

**Credits:** 3.00

This course explores the roles of bacteria, viruses and other infections disease-causing microorganisms and useful diagnostic laboratory procedures. Clinical significance of pathogenicity and therapy are emphasized.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

**PAC 518 - Pharmacology I**

**Credits:** 3.00

This course continues the study of medical pharmacological agents, including drug classification, action, toxicity, and therapeutic use. Prescriptions, management, dose, response, contraindications and side effects are discussed.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

**PAC 519 - Integ Clinical Medicine II****Credits:** 8.00

This course is designed to introduce students to the broad scope of clinical medicine and disease processes, including evaluation, management and therapeutics pertaining to diseases of the nervous, pulmonary, cardiac, skeletal, and immune systems. Emphasis is placed on primary care and treatment of common illnesses.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 520 - Behavioral Science****Credits:** 2.00

This course will address the most common psychosocial problems encountered by the health care provider in the primary care setting. Emphasis will be placed on the recognition and understanding of the development of these behaviors and related problems. Students will learn how to initiate appropriate interventions and treatment plans. The course will be combination of lecture, demonstration and case study.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 522 - Integrated Geriatric Prac I****Credits:** 1.00

Provides introduction to patient contact, and to principles of geriatric and interdisciplinary clinical practice in selected community settings. With faculty supervision, students conduct home visits, perform focused histories, physicals, and screening assessments on geriatric volunteer "patients", and, provide write-ups and oral presentations of findings. Didactic sessions are provided in support of clinical experiences.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 533 - Clinical Assessment III****Credits:** 2.00

Continuation of problem-oriented physical examinations, surrogate program, and Clinical Skills Lab. ACLS training.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 534 - App Research Clinical Prac II****Credits:** 1.00

This course develops basic competencies in epidemiology, public health, and research that are necessary foundation to Evidence-Based Medicine. It will orient the student to problem solving methods used in public health, as well as critical literature review skills that will be necessary throughout your career. Students will be introduced to the social, environmental, and behavioral determinants of health, disease, and systems of medical care. In addition, students will continue the routine practice of critically research, determining the quality of individual research articles, and integrating the most recent evidence with existing clinical guidelines. It is not expected that students will fully master the ability to critically evaluate of bodies of medical and epidemiologic literature in this course. However, you will develop enough competency embark on the life-long career of learning that you will need to effectively diagnose, treat, and advocate for your patients.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician's Assistant Prog**PAC 536 - Integrating Seminar III****Credits:** 1.00

As a continuation of Integrating Seminar II, this course is designed to provide the student with a structural approach to the concepts and skills necessary for developing the differential diagnosis and management plan of common clinical problems in the primary care setting. Emphasis is on the correlation of historical information, physical examination findings and pertinent laboratory results to formulate a diagnosis and treatment plan. Through small group presentations facilitated by faculty members, the student will apply knowledge acquired from previous or concurrent

didactic courses to problem solve. Problem-solving techniques, diagnostic strategies and the processing of patient data will be learned. The case presentations will correlate to topics being taught in Integrated Clinical Medicine III.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

### **PAC 537 - Emergency Medicine/Surgery**

**Credits:** 4.00

The Emergency Medicine section of this course is designed to introduce students to the broad scope of emergency medicine. Emphasis will be placed on the general principles of care for a trauma patient, including specific areas of trauma most commonly encountered in an ER setting. A broad approach to orthopedic problems involving both upper and lower extremities, as well as the back will be addressed. Included in this section is a workshop focusing on an 'upper and lower extremities' exam from an orthopedic perspective. This course will also introduce the student to environmental emergencies and the diagnostic principles and therapeutic procedures pertaining to the most common acute life threatening medical problems. The Surgery section of this course is designed to introduce students to the broad scope of basic surgical principles and procedures, with emphasis on the evaluation and management of the surgical patient. The course is designed to serve as a foundation upon which to build during clinical rotations.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

### **PAC 538 - Pharmacology III**

**Credits:** 2.00

This is the second of two semesters of Pharmacology for physician assistant students. The course is designed to introduce students to specific principles of pharmacology as it pertains to gastroenterology, hematology, endocrinology, reproductive health, and pediatrics. A portion of this course will focus on clinical pharmacotherapeutics. Medication use in gastroenterology, hematology, endocrinology, women's reproductive health, and the pediatric population will be discussed. Special issues covered include acute and chronic pain management, local anesthesia, and IV fluids. This cover is integrated with the 'systems' being introduced in ICM III and the ER/Surgical course.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

### **PAC 539 - Integ Clinical Med III**

**Credits:** 10.00

This course is a continuation of ICM II and is designed to introduce students to the broad scope of clinical medicine, including diagnostic principles and therapeutic procedures as it pertains to urology/nephrology, gastroenterology, endocrinology, hematology/oncology, obstetrics/gynecology, and pediatric/adolescent medicine. Introductory physiology and clinical didactic lectures make up the core components of the course. Pharmacology III and Clinical Assessment III are integrated with the corresponding system of the ICM III curriculum where appropriate.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

### **PAC 540 - Integrated Geriatric Prac II**

**Credits:** 1.00

Continuation of supervised, geriatric, interdisciplinary, pre-clinical experiences in selected community and clinical settings.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

### **PAC 541 - Epidemiology**

**Credits:** 1.00

This course develops basic competencies in epidemiology, public health, and research that are necessary foundation to Evidence-Based Medicine. It will orient the student to problem solving methods used in public health, as well as critical literature review skills that will be necessary throughout your career. Students will be introduced to the social, environmental, and behavioral



determinants of health, disease, and systems of medical care. In addition, students will continue the routine practice of critically reading research, determining the quality of individual research articles, and integrating the most recent evidence with existing clinical guidelines. It is not expected that students will fully master the ability to critically evaluate bodies of medical and epidemiologic literature in this course. However, you will develop enough competency to embark on the life-long of learning that you will need to effectively diagnose, treat, and advocate for you patients.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 542 - Current Topics in Healthcare**

**Credits:** 1.00

This course will introduce students to topics relevant to clinical practice in American Medicine. Topics discussed may include, but not be limited to, genetics in clinical practice, nutrition and the epidemic of obesity, and patient counseling skills for the primary care provider.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 600 - Internal Medicine I (6 weeks)**

**Credits:** 6.00

Clinical rotation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 601 - Internal Medicine II (6 weeks)**

**Credits:** 6.00

Clinical rotation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 602 - Emergency Medicine (6 weeks)**

**Credits:** 6.00

Clinical rotation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 603 - Surgery (6 weeks)**

**Credits:** 6.00

Clinical rotation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 607 - Family Medicine I**

**Credits:** 6.00

Clinical rotation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 608 - Family Medicine II**

**Credits:** 6.00

Clinical rotation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician's Assistant Prog

#### **PAC 610 - Elective**

**Credits:** 3.00

Clinical rotation.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician's Assistant Prog

**PAC 611 - Rotation Seminars**

**Credits:** 2.00

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

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician's Assistant Prog

**PAC 612 - Primary Care Selective 6 weeks**

**Credits:** 6.00

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician's Assistant Prog

**PAC 613 - Specialty Selective (6 Weeks)**

**Credits:** 6.00

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician's Assistant Prog

**PAC 620 - Prep for Clinical Practice**

**Credits:** 1.00

Students learn techniques which can be used when studying for the NCCPA Certification Board Examination. A summative evaluation of each student is conducted prior to graduation.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician's Assistant Prog

**PAC 621 - Prof & Eth Iss for HC Prov**

**Credits:** 2.00

This course provides an overview for PA and CRNA students of issues pertinent to the healthcare system in which they will practice. It examines legal, economic, and ethical factors relevant to practice. Through small and large group discussion, students explore these factors from an interdisciplinary perspective. Presentations are designed to introduce students to medico-legal issues encountered in health care, including consent, confidentiality, documentation, and malpractice. Students will be given a comprehensive overview of the current United States health care system, including the structure and delivery of care and the providers and payers in the system. Particular attention will be focused on the issues and needs of special and/or disadvantaged populations. The final 4 sessions of this course will focus on issues exclusive to the Physician Assistant's practice. Topics will include issues surrounding advanced directives and end of life decisions., coding and billing for services, standards of care, and ethical/legal issues confronted in special settings of situations.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician's Assistant Prog

**PAC 624 - App Research Clinical Prac III**

**Credits:** 1.00

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

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician's Assistant Prog

## Philosophy

**PHI 110 - Problems of Knowledge**

**Credits:** 3.00

What can we know? How do we know? By experience, by reason, by intuition, by faith, or not at all? These central questions in philosophy deal with the distinction between appearance and reality, knowledge and belief, fact and value, and with the nature of truth.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Philosophy/Religious Stud Department

**PHI 120 - Living the Good Life**

**Credits:** 3.00

Philosophers have always been concerned with both defining and living the good life. Beginning with Socrates, who believed that the unexamined life is not worth living, this course will look at how some philosophers have answered such questions as what makes life good, how a human life ought to be lived, what makes it worth living, and whether it has any meaning. Readings from the non-Western philosophical tradition will also be included.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Philosophy/Religious Stud Department  
**Co-requisites:**

**PHI 125 - Phil Friend, Love, Mar & Sex**

**Credits:** 3.00

This course will investigate conceptual and moral issues concerning personal relationships - friendship, love, sex, and marriage. A study of the conceptual issues will involve a consideration of what these relationships are: What is friendship? What is love? Are some concepts of friendship better than others? Thinking about moral issues is thinking about what is right and what is wrong: Should we lie for a friend? Is premarital sex wrong? What about adultery and pornography?

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Philosophy/Religious Stud Department

**PHI 150 - Critical Thinking**

**Credits:** 3.00

This 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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Philosophy/Religious Stud Department

**PHI 160 - Sci, Pseudo Sci & Weird Ideas**

**Credits:** 3.00

This course focuses on the variety of ideas at the fringe of science, such as theories of ancient astronauts, UFO's, the healing power of crystals, New Age cures, and ghosts, but its goal is to improve critical thinking skills. Students will consider what knowledge is and examine differences between science, myth, ethics, religion, and other human enterprises. The course will focus on identifying and evaluating patterns of reasoning used in science and pseudo science.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Philosophy/Religious Stud Department

**PHI 210 - Philosophy of Art**

**Credits:** 3.00

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Philosophy/Religious Stud Department

**PHI 220 - Individual and Society**

**Credits:** 3.00

What does the individual owe to society? What does society owe the individual? Are we social beings by nature, or is there a basic conflict between the individual and society? How do we balance individual rights against obligations to the community? When should the individual withdraw obedience to legal authority? This course looks at how philosophers and others have interpreted questions such as these.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Philosophy/Religious Stud Department

**PHI 240 - Mind, Body and Death****Credits:** 3.00

After consideration of how and if one can investigate such abstract issues, the course focuses upon several fundamental philosophical questions: What is the mind? Is it the brain or something more spiritual in nature? Is there life after death? Can a machine be conscious? Do animals have minds? In the face of what science tells us about the causes of our behavior, do we have free will and can we be held morally responsible for our actions. Students will begin by reading Descartes.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Stud Department**Co-requisites:****PHI 250 - Think Crit about Moral Problem****Credits:** 3.00

Students in this course will 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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Stud Department**PHI 304 - Social & Political Philosophy****Credits:** 3.00

This course will discuss the nature and origin of the state, the conflict between freedom and equality, individual rights and social responsibility, power and authority, social and economic justice, and civil disobedience and terrorism.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Stud Department**PHI 307 - Problems in Metaphysics****Credits:** 3.00

What is the nature of reality? Is it mental or material? Is there a God? Is there life after death? Is there a meaning to life? Students will explore and develop their own points of view as they examine the answers selected philosophers have given to such questions.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Stud Department**PHI 315 - Bioethics****Credits:** 3.00

This course is a survey of major ethical issues in health care from the beginning of life to the end of life. Issues include abortion, infanticide, reproductive technologies and genetics, euthanasia, assisted suicide, access to health care, allocation of scarce health resources, organ transplants, and the relationship between practitioners and patients. In discussing these issues, emphasis will be placed on broad principles of ethical decision-making.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Stud Department**PHI 320 - Readings Hist/Philos of Sci****Credits:** 3.00

This is a course for students who want to read and think seriously about the history, nature and methodology of science. Possible topics include: Galileo and the Scientific Revolution in the 17th century, the conflict between science and religion, objectivity in science, the role of social context in the production of scientific knowledge, woman and science, science and racism, and ethics and science.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Stud Department**PHI 325 - Topics in Philosophy****Credits:** 3.00

Special topics courses may be offered. Possible topics are American Philosophy, Ethics and the Health Professions, Logic and Language, Theories of Knowledge and Truth, Galileo, Human Alienation, Philosophies of Nature, Philosophy of Mind, and Thinking Critically about Truman's Decision to Drop the Bomb on Hiroshima.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Stud Department

### **PHI 330 - Environmental Philosophy**

**Credits:** 3.00

Do we have responsibilities to future generations, to animals, to endangered species, to wild places? How have we come to view nature as we do? Is nature "there" for human benefit? Is economic and technological development the cause of environmental problems or the solution to them? How should the earth's resources be shared? What if everyone lived like us? These questions will be addressed through an exploration of the various schools of environmental philosophy.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Stud Department

## Physics

### **PHY 110 - General Physics I**

**Credits:** 4.00

The first course in an algebra-based two-semester sequence covering the major areas of physics. Major topics include kinematics and mechanics, energy, and collisions. Understanding of concepts is built through guided-discovery laboratory sessions.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** PHY 110L

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D or MAT 022 Minimum Grade: D or MAT 190 Minimum Grade: D or MAT 180 Minimum Grade: D

### **PHY 110L - General Physics I Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** PHY 110

### **PHY 111 - General Physics II**

**Credits:** 4.00

A continuation of PHY 110, concentrating on topics including fluids, electricity, magnetism, waves, sound, light, and quantum mechanics. A weekly guided-discovery laboratory session is included.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** PHY 111L

**Pre-requisites:** PHY 110 Minimum Grade: C- or PHY 200 Minimum Grade: C-

### **PHY 111L - General Physics II Lab**

**Credits:** .00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics Department

**Co-requisites:** PHY 111

## Political Science

### **PSC 100 - Late 20th Cent Comp Revolution**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 101 - Intro to American Politics****Credits:** 3.00

This course introduces students to American politics, that sometimes maddening and at other times stimulating subject which always affects our lives. The course assumes no prior knowledge of the subject matter and is intended to acquaint students with various aspects of government and politics in the U.S. It is not comprehensive. The selection of topics is guided by three course objectives. FIRST, at its most down to earth level, this course is designed to highlight politics in everyday life, as it affects us and as we maybe affect it. If you don't already, you should begin reading a good newspaper to enhance your familiarity with current events. Accomplishing this objective should provide a better appreciation of everyday political events, especially the process and the politics of the presidential election, and equip us to interpret them even after the course is over. SECOND, the course is designed to familiarize students with the formal and informal institutions of government, the conventional and unconventional means of citizen participation in politics, and the consequences that are forthcoming from each. Here we will review the organization and function of such familiar institutions as the Constitution, mass media, political parties, presidency, and the impact that voting, interest groups, and protest movements have upon them. THIRD, and most important, the course is designed to raise the questions "What is democracy?" and "How closely does American politics conform to democratic ideals?" Providing answers to these two questions is the primary goal of this course.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 105 - Intro Political Science****Credits:** 3.00

This class examines the concept of power, resistance, and powerlessness from an interdisciplinary theoretical perspective. The readings for this class include material from Political Science, Philosophy, Sociology, and Religion. Films are also an essential source for the study of power. Power is conventionally defined as a formal legal authority of the state or other political organization. Yet power is often informal and symbolic, for example, feminists argue the personal is political. We shall analyze the formal and informal manifestations of power. Four themes will be investigated and discussed: the politics of race, motherhood, resistance, and terrorism. Students are expected to engage in critical thinking, creativity and in group oral presentations.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 106 - Law and American Society****Credits:** 3.00

This course explores three basic topics: 1) the debates between the Anti-Federalists and the Federalists concerning ratification of the US Constitution 2) competing theories of constitutional interpretation and 3) controversies related to the meaning and application of the Bill of Rights. Specific issues to be debated include the separation of church and state, freedom of speech, abortion rights, and capital punishment.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 110 - Politics-Culture/Inven/Trad****Credits:** 3.00

This course focuses on the concept of political culture. Political culture in political science refers to main social and cultural attitudes toward politics in a given country. However our approach to this concept is interdisciplinary. We shall read and analyze four books and articles from different disciplines such as Anthropology, Social History, Political Science and two novels. Four themes will

be investigated: Why we have different traditions, the manipulation and invention of political traditions, alienation and cultural resistance in the Middle East, American Ethnocentrism, and making sense of American culture now.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 120 - Exploring Political Ideas/Issue**

**Credits:** 3.00

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 of the Nation.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 200 - Intro to Political Theory**

**Credits:** 3.00

This course examines a selection of the most profound and influential works of Western political theory from Plato (4th Century BCE) to the present day. We will study what different thinkers have had to say about the meaning of justice, order, the good life, the common good, freedom, and democracy. A continuous theme of the course will be political legitimacy; under what conditions and on what grounds may governments claim the obedience of their citizens? The objective of this course is to understand and critically evaluate the arguments of different theorists, and to reach your own reasoned positions on the issues raised by them.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 201 - Intro Intern Relations**

**Credits:** 3.00

This course is intended as introduction to the principles and foundations of international relations. As such, it will focus on basic concepts such as nations and nationalism, the nature of the interstate system, anarchy, and power. The primary modes through which nation-states interact--diplomacy, trade economic sanctions, war, alliances, cooperation--will also be examined. The course will try to help the student understand how the elements of international society are emerging, as illustrated in the accretion of international law, norms, and such common understandings.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 202 - Polit Sciences Social Sciences**

**Credits:** 3.00

This course introduces methodological perspectives of the various social science disciplines; commonalities and differences in assumptions, values, and paradigms. Current issues from the multiple perspective of social sciences; limits of the social sciences in resolving key social issues. The focus of political sciences is examined and listed to common ties with other disciplines of the social sciences.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 203 - The Politics of Law**

**Credits:** 3.00

This course explores the interaction between law and politics in the contemporary society. We will pay close attention to three sets of relationships: between law and community, between law and justice and between law and violence. While exploring these interactions we will develop two faces of law; law as official institutions (courts) and actors (judges, lawyers, police) and laws as norms, symbols, and discourses. We will then consider the macro-politics of law in the death penalty and war on drugs and micro-politics of legal mobilization in neighborhoods and local

settings.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 204 - Intro Comparative Politics**

**Credits:** 3.00

Students who take this course should expect to gain three types of knowledge by the conclusion. First, they should understand the historical emergence of the nation- state and the trend toward democracy during the 20th century. Second, they should expect to understand important differences between states and specifically the challenges posed by globalization to existing states in the late twentieth century. The same pressures and institutions that have made some of the countries more democratic have also led to civil war and ethnic massacre in others. Third, students should come to understand that comparative politics as the discipline employs a stylized account of the history and institutions called "cases" to discuss political values and possibilities. The name "Britain," "Russia," and "Japan" are not the only places; they are also shorthand for understanding twentieth century politics. Students in this course may choose to participate in service learning. Service learning students will have the opportunity to engage in active learning through service work at one of several local organizations concerned with refugee, immigrant, or labor issues.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 205 - Intro to Politics& Environment**

**Credits:** 3.00

An introduction to key concepts in the study of politics using environment issues as illustrations. Designed for first and second year students, this course encourages critical thinking and writing about such political concepts as equality, justice, freedom, liberalism, power, dissent, individualism, and community. The environmental approaches examined include biocentrism, social ecology, ecofeminism, community activism, as well as national and international regulation. Strong emphasis is placed on developing critical writing skills and persuasive oral arguments.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 206 - Ancient&Med Europ Political**

**Credits:** 3.00

This course introduces students to the history of European political theory through an investigation of classic Greek and pre-modern Christian writings. Texts to be explored include Aeschylus's Oresteia, Thucydides Peloponnesian War, Plato's Republic, Aristotle's Politics, St. Augustine's City of Gold, St. Thomas Aquinas's Summa Theologica, and Ibn Khaldunas the Muqadima.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 207 - American Political Theory**

**Credits:** 3.00

This course provides an intro to major works of American political theory from the founding to the present. We confront core philosophical questions about politics in general and politics in the US specifically, including the following: What are the purposes of government? How can the American polity be democratic while preventing the tyranny of the majority? How has American Nationally defined through the exclusion of certain social groups, how do historically excluded groups gain political power and inclusion?

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 210 - Constitutional Law**

**Credits:** 3.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department



**PSC 240 - American Foreign Policy****Credits:** 3.00

Analysis and interpretation of trends in American foreign policy since WWII. After a discussion of contending theories of foreign policy and a review of developments during the Cold War, we will focus on current issues in American foreign policy, including arms control, nuclear proliferation, human rights, regional intervention and conflict management, foreign aid, environmental policy and relations with other great powers, including German and European Community states, Japan, Russia, and China.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Political Sciences Department**PSC 250 - State Government****Credits:** 3.00

This course introduces students to the study of state government and politics in the U.S. It focuses on the political structures, processes, and policies of the state government through a comparative analysis of the 50 states. Particular attention is paid to federalism, electoral politics, parties, interest groups, lobbying, media, the legislature, the executive, and the judiciary. The first half of the course focuses on competing theories and understandings of these concepts; the second half applies the concepts and theories to the state of Maine. Particular attention will be paid to the 2000 legislative and gubernatorial elections in Washington State.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Political Sciences Department**PSC 260 - Politics of Evil****Credits:** 3.00

In the period following September 11, 2001, the idea that certain people are evil has taken a central place in American political rhetoric—helping to justify two foreign wars and doctrine of pre-emption, perhaps the most dramatic shift in American foreign policy since the first world war. It is clear that defining a person or a group of people as evil can be a powerful political maneuver—one that opens up possibilities for actions and policies that would not otherwise be possible. This course examines the long human tradition of thinking about evil and labeling people as evil. We will look at the religious origins of the western concept of evil, and the way thinking about evil changed with the Protestant revolution. The bulk of the course will examine the way ideas about evil became integrated into modern politics. We will do this by looking at political theorists that have thought about evil, particularly Machiavelli, Nietzsche, and Arendt. We will also look at political events that have centered upon rhetoric about evil, including the Inquisition, the Salem witch trials, Nazi Germany, the cold war and the red scare and finally contemporary rhetoric about terrorism and Islam.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Political Sciences Department**PSC 300 - Pol/Lit: Egypt Thru Eye Mahfouz****Credits:** 3.00

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.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Political Sciences Department**PSC 304 - Middle E.& N. Africa thru Film****Credits:** 3.00

This course aims to introduce the regions of the Middle East and North Africa to curious students. We will watch and discuss a number of documentaries and dramatic films which touch on historical, social, and cultural aspects of what is known today as the Arab World. Among the major themes of the course are the following: socio-cultural diversity, colonialism, orientalism, resistance, patriarchy, gender relations, and war.

**College:** College of Arts and Sciences

**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 305 - Theories & Pol of Nationalism**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 306 - Environmental Politics**

**Credits:** 3.00

The course will introduce you to a number of current environmental problems, to the underlying forces which cause them, and to a range of possible solutions. In the first two parts of this course we'll move from the local and regional (forests and the decline of the salmon fisheries in the Pacific Northwest; water, rangeland and mining in the American West) to the global (global warming and ozone depletion; air and water pollution; the loss of biodiversity). In the last part of this course we'll seek to develop understanding of the possible sources of our environmental problems, especially in the U.S. Here we'll look at the political system; markets, economic growth and technological change; and ideas, ideologies and 'human nature.' The automobile - and its vast environmental and social consequences - will receive special scrutiny.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 307 - R&P:Political Islam & Islamic**

**Credits:** 3.00

This course focuses on the revival since the mid 1970s of political Islam and what has come to be called "Islamic fundamentalism," especially in the Middle East. What is the nature and variety of political Islam today, and how does this resurgence compare to those in the past? What are its causes, and what are its implications for the Islamic world as well as for the rest of the world, the U.S. included? (For example, is it a "threat" to us and our interests?) What can be said about the compatibility Islam and democratic politics? What are the truth and implications of the assertion that "not all Islamic revivalists are Islamic fundamentalists, and not all Islamic fundamentalists are political activists, and not all Islamic political activists are radical and prone to violence?" There are no prerequisites, although a basic course on the Middle East politics, history, etc., is a good idea. Suitable for non-majors with some background in political science.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 308 - Social Policy & Planning**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 309 - African Politics**

**Credits:** 3.00

This is an introductory course to African politics. We will focus on three major issues: (1) the colonial impact on the shaping of modern Africa, (2) anti colonial nationalism and the formation of new states, (3) the nature of contemporary economic and political crises and how they could be overcome.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 310 - Govt/Politics in North Africa**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 311 - State-Society Relat N.Africa**

**Credits:** 3.00

This is an advanced humanities course designed to introduce students to the politics of state-society relations in North Africa from the 19th to the 20th centuries. The course starts with a comparative and historical overview of the process of state formation of the five North African states: two populist republics in transition (Algeria and Libya) a capitalist monarchy (Morocco), and two secular republics (Egypt and Tunisia). Two other themes will be examined. First, we will explore the impact of colonial transformations, and the rise of nationalism. Second, we will study the challenges posed by post-cold war economic globalization on the post-colonial North African states, and the rise of Islamic social movements and feminism as opposition forces to the ruling nationalist elites.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 320 - Global: Orig,Politics&Culture**

**Credits:** 3.00

This course addresses two questions that are related to the contemporary structure of the global system. One, what are the processes that have created a world economy with integrated systems of production and trade that now cover the entire globe? Two, how is it that this economically united world has become so divided and fragmented along ethnic, national, political and cultural lines? The course examines these questions from a historical perspective by focusing on selected times, places, and events.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 325 - Politics of Public Health**

**Credits:** 3.00

This course provides a general introduction to the role of law in the design and implementation of public health programs and the protection of the health interest of individuals and groups in society. It is designed for students who do not have prior experience or education in law, and covers the structure, concepts, and process of decision-making on health matters in legislative, administrative and judicial bodies.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Political Sciences Department

### **PSC 401 - World Politics**

**Credits:** 3.00

Meets writing course requirement. This course examines the prospects for peace in the world politics today. It begins with an examination of the causes of peace and war from three levels of analysis, including realism and liberalism. Our attention will then turn to issues of deterrence, nuclear weapons and new forms of terrorism. We will transition to ethnic conflict, civil wars and peacekeeping operations. Finally, we end with a look in globalization and the power on markets.

**College:** College of Arts and Sciences  
**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 402 - Intern Relations Middle East**

**Credits:** 3.00

This course focuses on a number of interrelated themes: Great Power involvement in the Middle East (imperialism, the Cold War and its end, etc.); Arab-Israeli conflict and "the peace process"; inter-Arab conflict and cooperation; the external relations on Turkey and Iran; and the policies of oil and of "Islamic fundamentalism." How are these themes related to one another and do they add up to a definable Middle East subsystem of the international system? What are the linkages between the domestic politics and external relations of states in the region? Emphasis is on the period from World War 2 to the present, especially the past decade, but this period will be related to the century that preceded it.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 403 - Marxism & Critical Theory**

**Credits:** 3.00

This course will begin with the work of Marx and Engel and will concentrate on developments in Western Europe and North America over the twentieth century as exemplified in the work of several important theorists. Particular attention will be devoted to issues of method and the links between Marxist method, critical theory, and political action. Readings will include Marx and Engels, George Lukacs, Antonio Gramsci, selections from The Frankfurt School, and the contemporary work on the crisis of Marxist theory.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 404 - The Challenge of United Nation**

**Credits:** 3.00

Although international relations have always influenced the internal social, cultural, and economic dynamics of individual nations and states, contemporary advances in arsenals, communication, and transportation have created and even greater need for dialogue and cooperation among countries. Perhaps the most significant experiment in such geopolitical relations is the United Nations. Indeed. While other international organizations have played important roles in the world, and will be focus of this course, the U.N. emerged in the middle of the twentieth century as the greatest vehicle for, and arbitrator of, international relations in the 21st century in the confronting issues of conflict, development, migration, and understanding of the role of international relations in shaping the modern world. This experience culminates with the opportunity to represent UNE at national model UN conferences during the academic year, reserved for students who excel in the course.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 405 - Latin American Politics**

**Credits:** 3.00

This course is designed to introduce the student to the problems of politics in Latin America. The course has Three basic objectives: 1) to provide a basic explanation for the emergence of the differing types of political systems which have evolved in Latin America, 2) to provide some understanding of the culture(s) of Latin America, 3) to convey some sense of the difficulties involved in "development" and why, despite determined efforts by the nations themselves, they continue to be poor. Obviously we cannot study twenty diverse nations in the course of the semester. Instead we shall focus on four contrasting nations: Mexico, a non-military authoritarian regime, Peru, a military authoritarian regime which has returned to elected rule, Nicaragua, a revolutionary "socialist" regime in which a transition of power occurred, and Costa Rica, the most enduring democratic polity in Latin America.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

**PSC 406 - State&Society Third World**

**Credits:** 3.00

The purpose of this course is to understand state- society relations in the third world countries. This will involve first historical survey of the incorporation of Latin American, Asian, and African

societies into the world economy. We will then look at the processes of state and nation formation, the efforts of states to reshape economy and society, and people's responses to these developments in selected parts of these regions. The course is designed to generate both a comparative understanding of issues that relate to the third world in general and substantive knowledge of particular states and societies that fall in this category.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 407 - Politics of the Middle East**

**Credits:** 3.00

This course focuses on three major issues: the debate over orientalism and the study of Muslim societies, the impact of western colonialism and the creation of mini states after the disintegration of the Ottoman Empire, and finally the challenges of post-colonialism such as economic dependency, revolution, labor migrations, religious revival and regional conflicts. The course will focus primarily on a limited number of states such as Iraq, Iran, Saudi Arabia, the Gulf states, Syria, Egypt and the PLO.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 408 - The Arab-Israeli Conflict**

**Credits:** 3.00

This course will examine the historical and political process of the Arab Israeli Conflict from the perspective of Nation-State building. We shall focus on three dimensions of the Arab Israeli Conflict: the Israeli Palestinian conflict, the inter Arab state conflict with Israel and among themselves, and the Soviet American rivalry in the Middle East. The last part of this course will be devoted to the recent Palestinian uprising, or Intifada. We shall focus on the roots, manifestations and impact of Intifada on the conflict and the possibility of peaceful settlement in the future.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 409 - S&C:Origin Modern Global Sys**

**Credits:** 3.00

This course addresses two questions that are related to the contemporary structure of the global system. One, what are the processes that have created a world economy with integrated systems of production and trade that now cover the entire globe? Two, how is it that this economically united world has become so divided and fragmented along ethnic, national, political, and cultural lines? The course examines these questions from a historical perspective by focusing on selected times, places, and events. Scholars agree that an economic system that covered a large part of the globe was formed for the first time in the thirteenth century. This system was centered in Asia and existed for about one-hundred years. In the first part of the course, we will study the rise and the fall of this early world system and try to explain why, rather than surviving into the modern era, this system was eclipsed in the fifteenth century by a new one that was centered in Europe. The rest of the course is devoted to the study of the growth, expansion, and various economic and political setbacks the Euro-centered world system experienced since the fifteenth century. We will discuss which of the economic, political, and cultural factors played a determining role at crucial points in this history. One of our purposes will be to uncover the features of this world system that gave it unprecedented dynamism and longevity. This course does not study the history of the world. It uses history to explain economic, political, sociological, and cultural realities of the two global systems it studies. During the course, particular events, dates, and places will enter into our discussions only to the extent that they have had an impact on the structure of the global system in question. Throughout, our focus will always be on the connections that linked places and people over long periods and large spaces at different points in time with varying consequences.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 410 - Modern Political Theory**

**Credits:** 3.00

This course introduces students to the history of European political theory from the 16th through the 19th centuries. Thematically the course focuses on the origins and development of the liberal theory of the state. Authors to be considered include Machiavelli, Hobbes, Locke, Rousseau,

Wollstonecraft, Tocqueville, and Hegel, Marx, and Rawls.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 411 - Internship Analysis**

**Credits:** 3.00

Students who undertake internships in politics and government may obtain academic credit if such activity is accompanied by academic work of an analytical nature. It is essential to discuss plans for any such activity with member of the faculty prior to the internship. It is essential to work closely with a member of the faculty in completing the academic elements of the internship program. Credit cannot be earned for the internship if credit has been granted previously, at UNE or at another institution, for the same experience. Max of 4 credits.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 430 - Dir Study in Political Scienc**

**Credits:** 1.00 to 9.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 450 - Contemporary Feminist Theories**

**Credits:** 3.00

This course will begin by exploring various schools of contemporary feminist theory. We will then ask how proponents of these schools analyze and criticize specific institutions and practices. Throughout the semester, attention will be paid to the ways gender relations shape formation and interpretation of specifically political experience.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 490 - Senior Seminar**

**Credits:** 3.00

The senior seminar, in conjunction with the integrative essay, is the capstone of a major's course work in the study of Political Science. The seminar's purpose is to engage the Department's students and faculty in sustained consideration of significant political questions. It does not seek to secure agreement on a body of substantive conclusions. Rather it aims to examine various strategies that may be employed in making sense of the issues discussed. For example, the seminar will explore the following question: What are the implications of the terrorism for the conduct of contemporary politics? The requirements for all participants in the senior Seminar are as follows: 1.) Attendance at all seminar meetings; 2.) Completion of all reading prior to the meeting for which those materials have been assigned; 3.) Informed participation in discussion; 4.) Submission, at the beginning of every other week's seminar meeting, of a paper which shall be not less than three and not more than four pages; 5.) Submission, during weeks when a paper is not submitted, of at least two carefully-crafted questions or a brief provocative paragraph regarding the assigned reading; 6.) Presentation of a brief oral argument explaining your integrative essay topic and submission of a written statement of that argument; and 7.) Completion of preliminary draft of your integrative essay (not less than 10 pp.).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

### **PSC 491 - Integrative Essay**

**Credits:** 3.00

Integrative essay topics need not to relate directly to the theme of the seminar. However, like the seminar, they must be "integrative" in character. That is, they must demonstrate serious and sustained effort to draw together the subject-matters and investigative strategies of various departmental courses, as these are brought to bear on a question you find of interest. To insure that work on this project proceeds in a timely manner, each student must adhere to the following schedule: Students looking to graduate with "honors" must produce a thesis which, although similar in form and content to the integrative essay, is substantially longer and of significantly better quality. In order to graduate with honors, the members of your examining committee must collectively agree that your essay as well as your oral examination merit a grade of a B+ or

better. Failure to meet this standard on either the written or the oral portion of the examination will remove a student from honors candidacy.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Political Sciences Department

## Psych and Social Relations

### **PSR 460 - Fourth Year Seminar**

**Credits:** 1.00

This course provides an opportunity for fourth-year students in Social and Behavioral Sciences to reflect on their program of study and to be assisted in their transition to careers and further study after graduation.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

**Restrictions:**

Must be enrolled in one of the following Major(s):

Psychology /Social Relations

Psychology

Sociology Minor

## Psychology

### **PSY 105 - Introduction to Psychology**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 108 - Aging, Individual & Society**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 151 - Independent/Directed Study**

**Credits:** 1.00 to 3.00

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. Consent of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 205 - Abnormal Psychology**

**Credits:** 3.00

This course provides students with information regarding the symptoms, causes, and treatment

of what is generally recognized as abnormal behavior. Students will be expected to think critically about the research evidence with regard to various explanations and treatments of mental illness, and to develop clinical rationale for diagnostic choices they might make as a hypothetical treatment provider. Additionally, students will become familiar with the major assessment index for psychologists, psychiatrists and social workers (DSM-IV) and learn how to apply its categories to several client cases discussed in class.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D or PSY 220 Minimum Grade: D

### **PSY 210 - Political Psychology**

**Credits:** 3.00

This course will explore the sources of public opinion and political behavior through the application of psychological theories and personality, cognition, attitudes, learning, social influences and group dynamics, and neurophysiology. The topics covered include public opinion, political obedience, political tolerance, political communication and persuasion, political involvement and protest, group cooperation and conflict, and decision-making.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D or SOC 105 Minimum Grade: D

### **PSY 215 - Psychology of Gender**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 220 - Sociocultural Context H.D. I**

**Credits:** 3.00

This is the first half of a two semester course that provides students with a social sciences perspective on human development and methods of inquiry. Life stages covered are prenatal, infancy and childhood. Topics include maturation, development markers, the influence of social institutions, cross cultural variations of individual identity, gender, class, race, status, stratification, and rites of passage within the framework of life-span development. Prerequisite: Second-year status, except for Nursing.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 225 - Psychology Statistics**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** ( MAT 120 Minimum Grade: D or MAT 150 Minimum Grade: D or MAT 180 Minimum Grade: D or MAT 185 Minimum Grade: D or MAT 190 Minimum Grade: D or MAT 200 Minimum Grade: D ) and PSY 105 Minimum Grade: D

### **PSY 235 - Health Psychology**

**Credits:** 3.00

This introduction to the field of health psychology covers the study and the investigation of the psychological aspects of physical illness. Theories, research issues, and interventions related to the impact of personality and the psychosocial environment on health are explored. Topics to be



investigated include: the predisposition of Socio- cultural, personality, and behavioral patterns on health and illness: psychosomatic disorders: and psychological interventions in the prevention and of physical illness.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:**

### **PSY 245 - Evolutionary Psychology**

**Credits:** 3.00

This course provides students with a perspective on the evolved biological basis of human nature and human social life. The course will focus on such issues as survival, sexuality, altruism, aggression, conflict between the sexes, deception and unconscious communication. We will also cover basic Darwinian theory and it's relationship to specific approaches to psychology.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 251 - Independent/Directed Study**

**Credits:** 1.00 to 3.00

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. Permission of the instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 255 - Social Psychology**

**Credits:** 3.00

This course will provide an overview of theory and empirical research in social psychology, with topics including: social cognition, the social self, attitudes and persuasion, prejudice and inter-group relations, social influence and intra-group relations, attraction and interpersonal relationships, aggression, and prosocial behavior.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 270 - Sociocultural Context H.D. II**

**Credits:** 3.00

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. Second-year status required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:**

### **PSY 275 - Intro Psychobiology Lab**

**Credits:** 3.00

This introductory lab course will focus on the experimental process in psychobiology. Experiments will include but not be limited to anatomy of marine animals and experiments using both human and marine subjects.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D and BIO 100 Minimum Grade: D and BIO 101 Minimum Grade: D

### **PSY 285 - Research Methods**

**Credits:** 3.00

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. Second-year status required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 225 Minimum Grade: D and PSY 105 Minimum Grade: D

### **PSY 290 - Intro Exp Lab Psychobiology**

**Credits:** 3.00

This lab course will focus on the experimental process in psychobiology. Experiments will include but not be limited to anatomy of marine animals and experiments using both human and marine subjects.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D and BIO 100 Minimum Grade: D and BIO 101 Minimum Grade: D

### **PSY 295 - Listening/Communication Skills**

**Credits:** 3.00

This is an experiential, skills-based course which is designed to teach students the requisite skills of effective listening and communication. Content areas include basic attending, responding, and listening skills, professional writing skills, clarifying and advanced empathy, and inter-cultural communication skills. In addition, students will be exposed to a basic helping model that provides a general framework for mental health service delivery.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 300 - Psychology Internship I**

**Credits:** 1.00 to 12.00

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include mental health facilities, hospitals, homes for disadvantaged children, local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of clinical work and agency relations within a community setting. Prerequisite: Third-year status or consent of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Psychology /Social Relations

Psychology

Sociology

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 310 - Children and Stress**

**Credits:** 3.00

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. Third-year/Fourth-year status or consent of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 315 - Group Dynamics**

**Credits:** 3.00

This course will explore the study of intra-group and inter-group dynamics from a social psychological perspective. Class discussion will focus on theory and empirical research regarding group dynamics, with topics including: social identity, group formation, power, majority and minority influence, communication in groups, conflict in groups, group performance, group decision making, leadership, and cooperation and competition between groups.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 255 Minimum Grade: D

### **PSY 330 - Psychology of Stress**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 335 - Comparative Animal Behavior**

**Credits:** 3.00

This course will deal with multiple aspects of animal behavior across many species. Specific attention will be given to evolutionary psychology and the genetic basis of speciation. Following this, a number of different types of behavior will be discussed, with respect to both the similarities and differences among species and the adaptive significance of differing behaviors.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 365 Minimum Grade: D

### **PSY 345 - Sports Psychology**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** ATC 399B Minimum Grade: D or PSY 285 Minimum Grade: D

### **PSY 350 - Theories of Personality**

**Credits:** 3.00

This course is designed to expose students to a variety of contrasting theories regarding the origin and nature of personality. These theories have served as the underpinning for applications of the field of psychology, and chronologically they represent changes in the field since its' inception. Original readings from various theorists will be used as the backdrop for learning about the research, history, and paradigms within personality psychology.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 351 - Independent/Directed Study**

**Credits:** 1.00 to 3.00

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. Permission of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 355 - History and Systems**

**Credits:** 3.00

This course is intended to provide a student with an understanding of the philosophical and historical roots of psychology. The course will survey the historical systems of psychology including functionalism, structuralism, psychoanalysis, behaviorism, gestaltism, and the current cognitive paradigm.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 360 - Psychological Assessment**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D and PSY 225 Minimum Grade: D and PSY 285 Minimum Grade: D

### **PSY 362 - Animal Cognition**

**Credits:** 3.00

A major focus of this course will be on cognitive evolution in a variety of species, with specific attention to cognitive development in dolphins, whales, monkeys, apes, and humans. How do animals think without language as we know it? The fundamental principles and theories of learning and information processing in animals will be explored. The history, nature, and philosophical implications of cognitive science also will be explored, including attention to artificial intelligence.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 365 - Biological Bases of Behavior**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 380 - Learning and Memory**

**Credits:** 3.00

This course will provide an overview of theories and research in such topics as classical and operant conditioning, verbal learning, and the biological basis of current learning and memory theory. Mental and biological models of learning and of memory will be evaluated and both human and animal experimentation will be explored.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 381 - Cognition**

**Credits:** 3.00

The course examines current research on cognition with an emphasis on understanding everyday learning, thinking, and reasoning. The course will include an historical overview of approaches to the subject area, the various theories of knowledge acquisition, and information processing. There will also be a focus on applied models and theories. Topics include: thinking, reasoning, the use of symbols, language use, transfer of learning, knowledge construction, problem solving, developing expertise, memory, the role of environment, decision-making, creativity, and artificial intelligence.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 400 - Advanced Internship**

**Credits:** 1.00 to 12.00

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 405 - Special Topics Seminar**

**Credits:** 3.00

This course is designed to explore a specific topic in psychology in some depth. The topic chosen will vary according to the instructors area of research and specialization. Students will be required to read, present, and discuss related articles each week.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Restrictions:**

**Pre-requisites:** PSY 285 Minimum Grade: D

### **PSY 406 - Special Topics Psychobiology**

**Credits:** 3.00

Selected areas of research and theory in psychobiology that are not covered in depth in regular course work will be explored through this seminar. Permission from instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D and PSY 365 Minimum Grade: D

### **PSY 410 - Theory/Res/Pract Couns Psych**

**Credits:** 3.00

This course is intended to be a general introduction to the field of counseling psychology by surveying the major theoretical approaches underlying both individual and group practice in clinical and counseling work. In addition to studying a variety of theoretical approaches, students will be exposed to the research indicating which approach seems to work best with certain types of client problems. Approaches to be examined include Psychoanalytic, Adlerian, Existential, Client-Centered, and Cognitive-Behavioral.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 415 - Multicultural Counseling**

**Credits:** 3.00

The purpose of this course is to call attention to the multicultural framework in which counseling

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

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 410 Minimum Grade: D and PSY 295 Minimum Grade: D

### **PSY 425 - Adv Exper Psychobiology Lab**

**Credits:** 3.00

This lab course will focus on experiments involving marine animals. These experiments will include but not be limited to observation, effects of neurotransmitters on behavior, training of fish and lobsters in learning/memory tasks, and effects of environment on aggressive behavior. Several human physiological responses to specific situations will also be investigated, using established psychological testing paradigms.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 365 Minimum Grade: D and PSY 105 Minimum Grade: D and BIO 101 Minimum Grade: D

### **PSY 440 - Sensation and Perception**

**Credits:** 3.00

This course will explore theories of and research on sensory and perceptual processes from a comparative psychology.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Psychobiology

Psychology

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 365 Minimum Grade: D

### **PSY 450 - Fourth-year Thesis**

**Credits:** 3.00

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). Fourth-year status, and permission of the instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 285 Minimum Grade: D

### **PSY 451 - Independent/Directed Study**

**Credits:** 1.00 to 9.00

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. Consent of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

### **PSY 490 - Behavioral Neuroscience**

**Credits:** 3.00

This course will examine the structure and function of the nervous system, with specific emphasis on the relationship between the nervous system and behavior. The principles of behavioral neuroscience will be applied to the understanding of biological underpinnings of normal behavior and of psychological problems. The theme of flexibility and plasticity of the nervous system will be developed. Emphasis will also be given to examination of published scientific investigations of the nervous system and how conclusions about the relationship between the nervous system and behavior are reached.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

**Pre-requisites:** PSY 365 Minimum Grade: D and BIO 101 Minimum Grade: D and CHE 130 Minimum Grade: D

### **PSY 495 - Psychobiology Intern/Research**

**Credits:** 1.00 to 12.00

The student will be involved with animal projects, choosing from a variety of positions and/or research offering hands-on experience in aspects of animal care, training, and/or observation. At present, internships are available which apply to large marine mammal observation and training, marine mammal conservation (including an internship involving a National Geographic research team), canine training for behavioral problems and canine training for help with human disabilities. Internships are continually being developed in this program. Permission of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Psychology Department

## **Physical Therapy**

### **PTH 501 - Foundations of PT Practice 1**

**Credits:** 3.00

This course is designed to provide students with foundational concepts and practices that form the basis for much of physical therapy practice. Students will be introduced to the physical therapy patient/client management model, which will be utilized throughout the specific physical therapy management courses to follow.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** BIO 502 Minimum Grade: B-

### **PTH 501L - Foundations of PT Prac I Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Co-requisites:** PTH 501

### **PTH 502 - Kinesiology**

**Credits:** 5.00

A study of human biomechanics; structure and function of muscle and joints of the extremities, the vertebral column, and the temporomandibular joint; and analysis of normal human movement. Lab activities will include biomechanical and EMG analysis.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** BIO 502 Minimum Grade: B-

### **PTH 503 - Normal Development**

**Credits:** 2.00

This course provides the student with an in-depth review of normal human development across the lifespan from embryological origins through senescence.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 502 Minimum Grade: B-

**PTH 504 - Comp Anal of Quantitative Data****Credits:** 2.00

A "how to" course that equips students with skills to organize and analyze quantitative data using statistics software. The course will emphasize computation and interpretation of graphics, descriptive statistics, and inferential statistics through hands-on learning using real data sets. Meet the prerequisite requirements or permission of instructor.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Pre-requisites:** MAT 150 Minimum Grade: B-**PTH 505 - Prof Iss I - Soc & Comm****Credits:** 2.00

This course will introduce students to the profession of Physical Therapy by exploring a variety of issues which are of concern and importance to the profession. Topics will increase the awareness of professionalism, the role of PT in the health care system, and the understanding of policies and procedures that are important to the profession of Physical Therapy. Course content will also provide opportunities for enhancing the skills required for effective observation, documentation of care, communication, decision-making and interpersonal interactions and relationships. In addition, the student will be introduced to ethical and legal and confidentiality issues in professional practice.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**PTH 506 - Psychosocial Asp of Dis & Ill****Credits:** 1.00

Physical therapists often provide services to patients who are dealing with pathological conditions resulting in significant impairment, functional limitation, and disability. The pathology and its effects consequently impact the psychological and social state of not only the patient, but also the family members and caregivers. The intent of this course is to explore these issues in order to increase awareness, understanding, sensitivity, and respect when working with patients, families, and caregivers, with the ultimate goal of maximizing the therapeutic process and outcome.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**PTH 507 - Introduction to Pathology****Credits:** 1.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the musculoskeletal, cardiovascular, pulmonary, neuromuscular, and integumentary systems. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of human disease and injury. The intent of this course is to provide students with the foundational science content related to human disease and injury. This course will provide the necessary introductory content in preparation for the in-depth coverage of system-specific pathology content occurring later in the curriculum.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**PTH 508 - Patho Med Management Dis Muscul****Credits:** 2.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the musculoskeletal system. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of the musculoskeletal system. The intent of this course is to provide students with the medical pathology content related to common diseases and injuries of the musculoskeletal system, and the typical medical and surgical interventions(s) for these conditions.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Pre-requisites:** PTH 507 Minimum Grade: B-



**PTH 509 - Foundations PT Pract 2****Credits:** 3.00

This course will include an introduction to the principles of application for all modalities, assessment of muscle performance, assessment of posture, intro to joint integrity and mobility, intro to goniometry, intro to soft tissue massage and stretching, assessment of gait, ergonomics, principles of ergonomic assessment and other introductory principle used across systems and throughout the lifespan.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 507 Minimum Grade: B-**PTH 511 - PT Management Dis - Upper Quarter****Credits:** 3.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the upper quarter affecting bones, joints, connective tissue, and muscle.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 508 Minimum Grade: B-**PTH 513 - PT Management Dis - Lower Quarter****Credits:** 3.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the lower quarter affecting bones, joints, connective tissue, and muscle.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 505 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B-**PTH 514 - Scientific Inquiry I****Credits:** 2.00

Scientific method; role of theory in clinical research; types of research; research process; ethical issues in clinical research; psychometric properties of tests and measurements; access primary and secondary sources of information using computer-based indices and databases; analyzing literature of physical therapy and rehabilitation. An introduction to the issues and methods used to conduct clinical research in physical therapy. Topics include: accessing the professional literature using electronic databases; evidence-based practice; the scientific method; role of theory in clinical research; sampling; experimental design and control; ethical issues in clinical research; principles of measurement; psychometric properties of tests and measurements; and analyzing literature of physical therapy and rehabilitation.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**PTH 516 - Patho Med Management Dis Cardio/Pul****Credits:** 1.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the cardiovascular and pulmonary systems. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of these systems. The intent of this course is to provide students with the medical pathology content related to common pathologies and diseases of the cardiovascular and pulmonary systems, and the typical medical and surgical intervention(s) for these conditions.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department

**Pre-requisites:** PTH 507 Minimum Grade: B-

### **PTH 517 - PT Management Dis -Spine,Trunk,Pelvis**

**Credits:** 3.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the spine, trunk and pelvis affecting bones, joints, connective tissue, and muscle.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 505 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B-

### **PTH 519 - Problems of Neurosensory II**

**Credits:** 10.00

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 (2001) will provide the framework for the course as modules are structured around pathology, examination, and intervention. Topics related to examination include history, systems review, and tests and measures (including arousal, attention, and cognition; assistive and adaptive devices; community and work reintegration; cranial nerve integrity; environmental, home, and work barriers; gait, locomotion, and balance; motor function; neuromotor development and sensory integration; orthotic, protective, and supportive devices; and self-care and home management). Topics related to intervention include coordination, communication and documentation; patient/client related instruction; and 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. Prerequisite: 3rd year professional physical therapy students.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Master of Physical Therapy

**Co-requisites:** PTH 519L

### **PTH 519L - Prob of Neurosensory II Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Co-requisites:** PTH 519

### **PTH 520 - Clinical Practicum II**

**Credits:** 4.00

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the management of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

## Master of Physical Therapy

**PTH 521 - Clinical Practicum III****Credits:** 4.00

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the management of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction. Students may have the opportunity to develop advanced skills in an area of interest or to practice in a unique setting.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**PTH 522 - PT Management Dis Cardio/Pul Systems****Credits:** 4.00

Application of the physical therapy patient/client model - including examination and intervention procedures and development of physical therapy care plans - for individuals with impairments and functional limitations due to conditions affecting the vascular, cardiac and respiratory systems.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Pre-requisites:** PTH 501 Minimum Grade: B- and PTH 505 Minimum Grade: B- and PTH 509 Minimum Grade: B-**PTH 523 - Prof Iss 2 - Administration****Credits:** 2.00

This course explores theories and application of administrative topics including organizational structure and behavior, human resource management, leadership, finance, and practice management. Students are introduced to marketing concepts including marketing strategy for products and services, the marketing mix, segmentation, market research, social marketing, and the marketing plan. Participation in the course provides students with the opportunity to contribute to the administrative success of their physical therapy organization.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**PTH 524 - Clinical Education Seminar****Credits:** 2.00

Clinical education seminar provides students with an introduction to the structure, objectives, and philosophy of clinical education. Primary topics discussed include health care system, coding and reimbursement, ethical and legal issues, clinical performance instruments, assessment, communication skills, collaborative learning, and clinical site selection.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**PTH 530 - Research Proposal****Credits:** 2.00

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, co-relational, and experimental research is acceptable. Students identify gaps in professional knowledge and practice, formulate questions or hypotheses, access and evaluate primary and secondary sources of information, and study ethical issues related to clinical research to prepare for writing a research proposal that includes budget, review of the literature, methodology, and consent documents, and is submitted to the Institutional Review Board. Prerequisite: 5th year professional physical therapy students.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**PTH 531 - Research Project****Credits:** 3.00

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.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**Pre-requisites:** MAT 230 Minimum Grade: C- and PTH 530 Minimum Grade: C-**PTH 531L - Research Project Lab****Credits:** .00**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**PTH 540 - Elect: PT Journal Club****Credits:** 2.00

Published research reports in physical therapy and rehabilitation will be discussed in a small-group seminar format. Student presenters will lead a critical discussion and evaluation of "classic" articles from the field, current literature, and special topics articles they choose.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**PTH 541 - Elect: Women's Health PT****Credits:** 2.00

The purpose of this course is to explore the role of Physical Therapy in the management of women with, or at risk for developing, conditions experienced predominantly by women. These conditions include osteoporosis, pregnancy-related pain, pelvic pain, incontinence, and fibromyalgia. Students will be assigned reading materials and the course format will be lecture/discussion.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy Department**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**PTH 542 - Elect: App, Integr, Licensing****Credits:** 2.00

This course provides students with the opportunity to strengthen their clinical reasoning skills and further apply and integrate information from their clinical education experiences. Case studies and directed educational sessions provide students with the opportunity to explore each of the elements of patient/client management (examination, evaluation, diagnosis, prognosis, intervention, outcomes). Clinically oriented multiple choice questions with good, better, and best options are utilized as a tool to assess students clinical reasoning skills. Students have the

opportunity to engage in self-assessment activities that can assist them to determine their readiness for entry-level clinical practice and the Physical Therapist Licensing Examination.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**PTH 544 - Elect: Seminar in Human Funct**

**Credits:** 2.00

This course will investigate normal and abnormal human function, with an emphasis on qualitative and quantitative analysis. Students will be expected to use observational skills along with a variety of media to assess function. Primary emphasis will be on the lower extremity, but will also include the upper extremity and spine. This course is limited to students majoring in Physical Therapy who are in the final semester of the program; or by permission of the instructor.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**Pre-requisites:**

**PTH 545 - El:Psychsoc Asp Disability/III**

**Credits:** 2.00

In this seminar students will explore issues related to psychosocial aspects of disability and illness. The disorders discussed will pertain to the neurological system. Students will read five works of non-fiction, write reaction essays for each, generate discussion questions, view two films in class, and participate in interactive discussions and reflection activities. Finally, we will discuss the emotional aspects involved with being a health care provider for patients with disability and illness. Students from other College of Health Profession's programs may register for this class, but require prior approval from the course instructor. Physical Therapy students enrolled in this class must have completed all coursework to date. Students enrolled in Physical Therapy have priority for this class.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Restrictions:**

Must be enrolled in one of the following Major(s):  
Master of Physical Therapy

**PTH 546 - Elect:Neural Provocation Testi**

**Credits:** 1.00

This course is designed to acquaint the student with theory and practice related to the use of neural provocation tests in a variety of practice settings. As part of developing an understanding of theory related to these techniques, the class will be divided into lecture and laboratory sessions. Lecture will be focused on anatomical review and developing an understanding of the mechanical and physiological properties of neural tissue. The lab portion of this course will focus on nerve palpation and use of NPT in examination and treatment. Case studies will also be used at to assist in integrating the information covered. By the end of the 15-hour lecture/lab session each student will be able to demonstrate competency in safe application of these techniques. Proficiency will be determined during lab sessions by the course instructor as well as by brief quiz administered at the conclusion of the course.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 310 Minimum Grade: C- and PTH 410 Minimum Grade: C-

**PTH 547 - Manipulation - Spine & Trunk**

**Credits:** 1.00

This course will investigate normal and abnormal structure and function of the spine and trunk in

humans. The course will rely heavily on previously presented material in the physical therapy curriculum. Students will be expected to use observational, tactile, and communication skills to examine and evaluate the spine and trunk, and then implement primary interventions as appropriate. This course is limited to students majoring in Physical Therapy who are in the final semester of the program; or by permission of the instructor.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

### **PTH 601 - Clinical Practicum I**

**Credits:** 8.00

A 12 week full-time clinical education experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the management of patients with musculoskeletal or cardiopulmonary dysfunction.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 524 Minimum Grade: B-

### **PTH 602 - Scientific Inquiry II**

**Credits:** 2.00

The physical therapy student writes a publication quality article on a topic of interest to the profession using one of the categories of peer-reviewed manuscripts considered for Physical Therapy, including Technical Report, Literature Review, Perspective, Update, or Evidence in Practice. The student makes an oral presentation of the paper at a Department Symposium the next semester.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 514 Minimum Grade: B-

### **PTH 603 - Patho Med Management Dis -Child/Adult**

**Credits:** 3.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the neuromuscular system. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of this system. The intent of this course is to provide students with the medical pathology content related to common pathologies and diseases of the neuromuscular system, and the typical medical and surgical interventions(s) for these conditions. Because the impairments, functional limitations and disabilities associated with various pediatric neuromuscular conditions are typically the core of pediatric physical therapy practice, specific attention to these pathologies are addressed in this course.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 507 Minimum Grade: B-

### **PTH 604 - PT Management Child with Dis Neuro**

**Credits:** 5.00

Application of the physical therapy patient/client model - including examination and intervention procedures and development of physical therapy care plans - for children with impairments, functional limitations, and disabilities resulting from disorders of the neuromuscular system.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 501 Minimum Grade: B- and PTH 505 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 603 Minimum Grade: B-

### **PTH 605 - PT Management Adults with Dis Neuro**

**Credits:** 7.00

Application of the physical therapy patient/client model - including examination and intervention procedures and development of physical therapy care plans - for adults with impairments and functional limitations due to conditions affecting the neuromuscular system.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** BIO 504 Minimum Grade: B- and PTH 511 Minimum Grade: B- and PTH 513 Minimum Grade: B- and PTH 517 Minimum Grade: B- and PTH 603 Minimum Grade: B-

### **PTH 606 - Research Proposal**

**Credits:** 2.00

Physical therapy students identify a research question on a problem of importance to the profession, design a research study related to the problem, prepare a research budget, and submit the completed research proposal for review by the Institutional Review Board for the Protection of Human Subjects. Descriptive, exploratory, and experimental forms of research are acceptable.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 514 Minimum Grade: B- and PTH 602 Minimum Grade: B-

### **PTH 607 - Clinical Practicum 2**

**Credits:** 8.00

A 12 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, cardiopulmonary or neuromuscular dysfunction.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 601 Minimum Grade: B-

### **PTH 608 - Scientific Injury 3**

**Credits:** 2.00

The physical therapy student writes a publication quality case report about a patient or group of patients, institutions, facilities, education programs, or other definable units following the guidelines for submission of a manuscript to Physical Therapy. Issues addressed may include patient management, ethical dilemmas, use of equipment or devices, or administrative or educational concerns. The student makes an oral presentation of the paper at a Department Symposium the next semester.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 514 Minimum Grade: B- and PTH 602 Minimum Grade: B-

### **PTH 701 - Patho & Med Management Integ Sys**

**Credits:** 1.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the integumentary system. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of this system. The intent of this course is to provide students with the medical pathology content related to common pathologies and diseases of the integumentary system, and the typical medical and surgical intervention(s) for these conditions.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 507 Minimum Grade: B-

### **PTH 702 - Prof Iss III - Edu & Consult**

**Credits:** 2.00

Physical therapists engage in consultation with health facilities, colleagues, businesses, and community organizations and agencies. They educate patients/clients, families and caregivers, students, other staff, communities, and organizations and agencies (Adapted from the Guide to Physical Therapist Practice, 2nd ed., Phys Ther. 2001; 81(1):40.) This course will introduce students to the principles of education and consultation, which are essential components of physical therapist practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

### **PTH 703 - PT Management Dis Integumentary Sys**

**Credits:** 4.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the integumentary and lymphatic systems.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 701 Minimum Grade: B-

### **PTH 704 - Dis Prevention & Hlth Promo**

**Credits:** 2.00

The current scope of physical therapy practice includes the primary prevention of disease and promotion of health wellness. The purpose of this course is to prepare the physical therapy student to function in this capacity. The course will explore disease prevention and health promotion from the perspectives of the epidemiological approach, national, state and local public health agendas and initiatives, issues of health disparities, and evaluation of efficacy. Students will be introduced to various emerging areas of physical therapy practice in the areas of disease prevention and health promotion. A class project is assigned whereby students develop and implement a prevention program in the local community.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 516 Minimum Grade: B- and PTH 603 Minimum Grade: B- and PTH 701 Minimum Grade: B- and PTH 505 Minimum Grade: B-

### **PTH 705 - Research Project**

**Credits:** 2.00

Physical therapy students complete the research project by collecting and analyzing the data, and disseminating the results through a written research report and platform-style oral presentation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 530 Minimum Grade: B-

### **PTH 706 - Prof Iss 4 - Legis & Reg Iss**

**Credits:** 2.00

This course introduces the physical therapy student to legislative and regulatory processes in the United States, particularly in the context of current health care policy. The course will consist of active learning activities, which are designed to provide the student with the skills and resources to be an effective advocate for their patients/clients and the profession. The course will draw heavily from relevant current legislative and regulatory issues that are before Congress, federal regulatory agencies, and state legislatures and boards. Students will be asked to reflect on and discuss these issues in the context of their clinical experiences to date.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 601 Minimum Grade: B- or PTH 607 Minimum Grade: B- or PTH 707 Minimum Grade: B-

### **PTH 707 - Clinical Practicum 3**

**Credits:** 8.00

A 12 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 or integumentary dysfunction.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy Department

**Pre-requisites:** PTH 607 Minimum Grade: B-



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# Catalog 2004-2005

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## Courses for 2004-2005

This is the course description portion of the University of New England Undergraduate and Graduate Catalog for the College of Arts and Sciences and the College of Health Professions. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#)	[AMS](#)	[ANE](#)	[ANT](#)	[ART](#)	[ATC](#)	[BIO](#)	[BUAC](#)	[BUEC](#)	[BUFI](#)	[BUMG](#)	[BUMK](#)	[CHE](#)	
[CIT](#)	[CITM](#)	[DEN](#)	[EDU](#)	[ENG](#)	[ENV](#)	[ESL](#)	[EXS](#)	[FRE](#)	[GEO](#)	[GER](#)	[GPH](#)	[HIS](#)	[HSM](#)
[IHH](#)	[LAC](#)	[LIL](#)	[LILE](#)	[LILH](#)	[LIT](#)	[LSC](#)	[MAT](#)	[MUS](#)	[NSG](#)	[OTR](#)	[PAC](#)	[PHI](#)	[PHY](#)
[PSC](#)	[PSR](#)	[PSY](#)	[PTH](#)	[REL](#)	[SOC](#)	[SPA](#)	[SPC](#)	[SPT](#)	[SSW](#)				

### Religious Studies

#### REL 200 - World Religions

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Stud Department

#### REL 250 - The Bible

**Credits:** 3.00

This course is an introduction to the *Bible* as the scripture of two of the world's most important religions: Judaism and Christianity. Students will study selected passages and ideas in depth to discover their religious, historical, and literary significance.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Stud Department

#### REL 325 - Topics in Religion

**Credits:** 3.00

Special topics courses in religion may be offered. Possible topics are Religious Autobiographies, Asian Religions, Women in World Religions, Death and the Afterlife, Islam, Early Christianity and the Historical Jesus, and New Religious Movements.

**Early Christianity and the Gnostic Gospels:** The discovery in Upper Egypt in 1945 of the gnostic gospels, incited an interest by theologians and feminists to reexamine the history of early Christianity. The publication of the best selling book *The DeVinci Code* by Dan Brown has brought these gospels to the attention of the public. This course will look at these gospels and the gnostic traditions. It will compare these writings to the canonical scripture chosen by the early Church fathers. It will also analyze their impact and contributions to the origins of Christianity and their implications for understanding the early Christian Church.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Stud Department

## Sociology

### **SOC 105 - Popular Culture**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 150 - Intro to Sociology**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 170 - Deviance and Crime**

**Credits:** 3.00

This course explores a wide range of human actions-- homicide, rape, burglary, embezzlement, fraud, drug and alcohol use, as well as numerous other violent and nonviolent forms of crime and deviance. U.S. crime and victimization data will be used to develop profiles of each crime type. The topics covered are intended to introduce the student to the study of deviance and criminology. The first part of the course examines the offender, victim, crime prevention strategies, and situational elements surrounding major forms of crime. The second part of the course, major theoretical perspectives on deviance will explore the reasons individuals or groups commit crimes.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 180 - Visual Sociology**

**Credits:** 3.00

This course explores society from a visual perspective. Using photographs, video, and the internet students will explore how society expresses itself visually. Students will use visual tools to examine fundamental elements of society such as values, norms, beliefs, institutions, and social structures. Students will learn to take sociological photographs as well as view the visual works of others.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 205 - Special Topics Seminar**

**Credits:** 3.00

An intermediate course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 208 - Tribal Cultures**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**SOC 215 - Poverty**

**Credits:** 3.00

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. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

**SOC 220 - Society in Japan**

**Credits:** 3.00

This course utilizes the sociological perspective to explore the historical and contemporary issues facing Japan today. Particular emphasis will be placed on examining the impacts of Japanese nationalism, contemporary social problems, family structure, gender, as well as economic, political, and religious institutions. Culture will be explored as a way of explaining human behavior. Students will be encouraged to draw cross cultural comparisons between Japan and the United States. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

**SOC 225 - Stats for SOC & Behav Science**

**Credits:** 3.00

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 type of data. (Cross-listed with PSY 225)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** ( MAT 120 Minimum Grade: D and MAT 150 Minimum Grade: D and MAT 180 Minimum Grade: D and MAT 185 Minimum Grade: D and MAT 190 Minimum Grade: D ) or MAT 200 Minimum Grade: D

**SOC 226 - Environmental Sociology**

**Credits:** 3.00

This course explores the foundations of environmental sociology and trends in the field over recent decades. Using these foundations, the course examines three major issues that continue to dominate environmental sociology: the environmental implications of our political, social, and economic institutions; the relationship of growth to environmental problems; and, ultimately, the relationship of man to nature. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D and ( ENV 104 Minimum Grade: D or ENV 100A Minimum Grade: D ) or ( ENV 100 Minimum Grade: D and ENV 101 Minimum Grade: D )

**SOC 230 - Society in Latin America****Credits:** 3.00

This course presents a description and analysis of the structures and dynamics of Latin American Society. It focuses on cultural norms; social change; stratification;; demography; environmental issues; family structures; and social institutions including economics, politics, and religion. The course also explores the impacts of globalization in contemporary Latin America with particular emphasis on its relationship to the north. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**Pre-requisites:** SOC 150 Minimum Grade: D**SOC 240 - Race/Class/Gend:Soc Persp****Credits:** 3.00

This course is designed to enhance understanding of cultural diversity and social inequalities. Racial and ethnic heritages, socioeconomic classes, and gender as well as their role in identity formation are explored. The course also examines the inequalities of power and privilege that flow from racism, sexism, and class structure. Primary attention is given to the United States with cross-national materials used for comparison. Basic sociological concepts are introduced throughout the course. No prerequisite.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**SOC 260 - Cross Cultural Communication****Credits:** 3.00

This course uses a sociological viewpoint to examine what happens when people from different cultures come in contact. The course uses a global perspective with case studies and examples drawn from both traditional and modern cultures. Major emphasis will be given to the differences between collective and individualist cultures, and to intercultural processes such as verbal and nonverbal communication, stereotyping, culture shock, conflict and change. Skills for effective intercultural interaction will be introduced and practiced.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**SOC 270 - Classical Social Theory****Credits:** 3.00

This course will cover the content, presuppositions, and the implications of the body of sociological theory, exemplifying the full range of sociological inquiry. Particular attention is given to the sociological trilogy of Marx, Durkheim, and Weber and their impacts on the origins of sociology as a discipline. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**Pre-requisites:** SOC 150 Minimum Grade: D**SOC 280 - Contemporary Soc Theory****Credits:** 3.00

This course will cover the content, presuppositions, and implications of contemporary sociological theory. Students will engage in theory construction and analysis, and endeavor to develop inferences associated within the classical authors relevant to contemporary theorists. Students are encouraged to read and discuss a variety of contemporary theorists to develop their particular interests in a substantive area.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**Pre-requisites:** SOC 150 Minimum Grade: D**SOC 285 - Research Methods****Credits:** 3.00

The underlying logic of primary methods of research in the social and behavioral sciences will be investigated. The development of research questions and their relationships 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.  
(Cross-listed with PSY 285)

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **SOC 286 - Globalization Soc Prob**

**Credits:** 3.00

This course will study social problems that may accompany globalization. It will also consider a range of social problems and issues by comparing their causes and solutions in different countries. Global inequality, class, race, and gender inequalities will be emphasized. Problems in work, education, the family and health care will be explored, as will crime and deviance, and problems of population and the environment. Learning activities will include individual and group projects, and there will be an emphasis on writing and class presentations.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 288 - Social Ident & Globalization**

**Credits:** 3.00

As information technology proliferates, the farthest reaches of the earth are drawn closer to each other; indeed, societies around the globe are increasingly interconnected. A consequence of this is that the larger world is having an ever more profound effect on 'our' own life experiences. Just as American Culture is spreading itself around the world, other societies, too, have an impact on 'us'. Differences and Identity will examine representations of 'other' cultures and of 'other' identities, through American popular (including films, TV, newspapers, news stories, and so on), so as to engender a critical appreciation of stereotyping processes. The course will also examine 'alternative' images of the world, produced and circulated elsewhere, which show different cultures and identities in a new light.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 300 - Sociology Internship**

**Credits:** 1.00 to 15.00

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to learn experientially. This will provide them an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of working within a community setting. Meet restriction requirement or consent of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Psychology /Social Relations

Sociology

Sociology Minor

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **SOC 305 - Special Topics Seminar**

**Credits:** 3.00

An advanced course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 310 - Demography & Human Ecology**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 150 Minimum Grade: D and PSY 105 Minimum Grade: D

### **SOC 320 - Community Organization**

**Credits:** 3.00

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. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 350 - Deviance**

**Credits:** 3.00

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. Third-year status or consent of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 105 Minimum Grade: D and SOC 150 Minimum Grade: D

**SOC 355 - Medical Sociology****Credits:** 3.00

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. Meet restriction requirement or permission of the required. instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 150 Minimum Grade: D**SOC 370 - Appl Field Method in Sociology****Credits:** 3.00

This course will cover systematic investigation of each step of the design and implementation process of sociological research in the field including qualitative and quantitative approaches. Selected techniques of data collection and analysis are pursued including statistical methods. Training for participant observation in the manner of anthropology or Chicago style sociology will also be studied. Students will write and discuss field notes and become familiar with caste studies, content analysis, and relevant issues. Field notes will be a basis for individual research paper. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**Pre-requisites:** SOC 226 Minimum Grade: D and SOC 286 Minimum Grade: D and SOC 150 Minimum Grade: D**SOC 400 - Sociology Internship****Credits:** 1.00 to 15.00

The internship is designed for advanced students to actively participate in the 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 continue to allow the student an opportunity to learn experientially while also gaining great professional proficiency in an area. This will provide them with another opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include local schools, juvenile centers police departments, and community actions agencies. Students are expected to develop a working understanding of the issues and social dynamics of working within a community setting. Meet restriction requirement or consent of instructor and the completion of prerequisite.

**College:** College of Arts and Sciences**Division:** Undergraduate**Department:** Sociology Department**Restrictions:**

Must be enrolled in one of the following Major(s):

Psychology /Social Relations

Sociology

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 300 Minimum Grade: D**SOC 401 - Sociology Internship****Credits:** 1.00 to 15.00

The internship is designed for advanced 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 continue to allow the student an opportunity to learn experientially while also gaining great professional proficiency in an area. This will provide them with another opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of working within a community setting. Meet restriction requirement or consent of the instructor required and the completion of prerequisites.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Restrictions:**

Must be enrolled in one of the following Major(s):

Psychology /Social Relations

Sociology

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 400 Minimum Grade: D

### **SOC 405 - Special Topics Seminar**

**Credits:** 3.00

An advanced course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 450 - Social Theory**

**Credits:** 3.00

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. Third-year status, or permission of the instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 460 - Social Policy and Planning**

**Credits:** 3.00

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. Fourth-year status or permission of instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 480 - The Family**

**Credits:** 3.00

This course will explore the family as it relates both to its own members and to society at large. Emphasis will be placed on various functions/concepts related to the family: role differentiations,

role assignment, childbearing and child rearing, sibling relationships, parenting, cross-cultural differences, etc. Particular attention will be given to the role that the family plays in the development of the young child. Meet pre-requisite or permission of instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 491 - Appl Sociol Exp I:Study Abroad**

**Credits:** 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE is a 16 credit internship. These credits will be for the student's participation in a study abroad program that will be approved by the ASE coordinator.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 492 - App Sociol ExpII:Salt Institut**

**Credits:** 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE is a 16 credit internship. These credits will be for the student's participation in the Salt Institute. These will be approved by the ASE coordinator.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 493 - App Sociol ExpIII:Internship**

**Credits:** 9.00 to 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-16 credits. These credits will be for the student's participation in an Internship. These will be approved by the ASE coordinator.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

### **SOC 494 - App Soc ExpIV:Capstone Thesis**

**Credits:** 9.00 to 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-16 credits. These credits will be for the student's completion of a research-based capstone thesis. These will be approved by the ASE coordinator.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Sociology Department

## Spanish

### **SPA 101 - Basic Spanish I**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** English Department

### **SPA 102 - Basic Spanish II**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** English Department

### **SPA 211 - Intermediate Spanish I**

**Credits:** 3.00

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. Open to students with 1 year of college Spanish or 3 years of high school Spanish.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** English Department

### **SPA 212 - Intermediate Spanish II**

**Credits:** 3.00

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. Open to students with 1 year of college Spanish or 3 years of high school Spanish.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** English Department

## **Speech**

### **SPC 100 - Effective Public Speaking**

**Credits:** 3.00

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.

**Lecture:** 3.00  
**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** English Department

## **Sport Management**

### **SPT 101 - Sports and Fitness in Society**

**Credits:** 3.00

This course provides an extensive overview of sport and society from both a sociological and historical perspective. Students explore philosophy as it relates to the value of sport (outcomes management) and the formulation of personal & professional goals (careers and professions-life's work). Current and future issues and trends are examined. Students consider selected topics and develop theories, anticipating how these issues will impact sport and society in the future.

**College:** College of Arts and Sciences  
**Division:** Undergraduate  
**Department:** Exercise & Sport Performance

### **SPT 110 - Physical Edu, Rec and Spt Soc**

**Credits:** 3.00

This course provides an overview of the professional fields physical education, recreation, and sport. The student will explore philosophical theory and develop a personal/professional philosophy. The history of physical education, recreation, and sport will be examined and discussed in the context of its relationship-to and impact-upon society. Current and future issues and trends in physical education, recreation, and sport will be examined. And, the student will consider selected topics and develop theories that anticipate how these issues will impact physical education, recreation, and sport in the future. Three semester hours.

**College:** College of Arts and Sciences  
**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**SPT 120 - Personal Health&Wellness**

**Credits:** 3.00

This course introduces lifetime personal development, health and wellness concepts and applications. Students are introduced to five components of wellness: emotional health, social health, spiritual health, mental health, and physical fitness. Specific topics include: cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexually transmitted disease, substance abuse, and exercise. Activities include the development and implementation of a personal wellness program.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**SPT 150 - Sociology of Sports**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 101 Minimum Grade: D or SOC 150 Minimum Grade: D

**SPT 160 - Intro to Sport Management**

**Credits:** 3.00

This course will introduce students to the fundamental aspects of Sport Management, with a concentration on the history of sport, sport organizations and education, and the impact of sport on economics. A primary goal is to recognize the influence of successful sport management on the basic quality of the sport experience and its value in society.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**SPT 201 - Underwater Expl/Resource Management**

**Credits:** 3.00

The course consists of two parts: (1) theory; and, (2) practice. Students study the underwater environment from an outdoor research and recreation resource management standpoint. Students acquire knowledge, skills and experience to analyze, manage and safely explore the underwater environment of our planet. They also complete internationally recognized P.A.D.I. open water certification.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**SPT 205 - Learn/Leader Dev Adventures**

**Credits:** 3.00

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. Permission of Instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:**

**SPT 315 - Sports Psychology**

**Credits:** 3.00

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. Cross-listed with PSY 345.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 101 Minimum Grade: D or PSY 105 Minimum Grade: D

### **SPT 325 - Sport Marketing**

**Credits:** 3.00

This course introduces the student to marketing applications in the sport industry and in leisure service organizations. Topics include: the unique aspect of sport and leisure service marketing, the economic feasibility study, data collection, market segmentation, competitive analysis, consumer behavior, the marketing mix, public relations, sponsorships, media promotions, and the marketing plan. Cross-listed with BUMK 325.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** BUMK 200 Minimum Grade: D or MKT 101 Minimum Grade: D

### **SPT 340 - Prog & Facilities Management**

**Credits:** 3.00

The course focuses on recreation and sports program management, which includes coordination, development, implementation and evaluation of activities and programming in recreation, fitness and sports in school, community and professional levels. The areas of program promotion, project planning, market analysis, motivation, and adherence are explored. Operational procedures-policies, budget, personnel, equipment-are the focus of facilities management.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Exercise & Health Promotion

Sport Management

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

**Pre-requisites:** ACC 201 and MGT 101 and SPT 325 and MKT 325

### **SPT 350 - Sport Finance & Management**

**Credits:** 3.00

This course provides an in depth exploration into the development and management of finance in a sport or sport-related organization. Topics include: principles of budgeting, practical budgeting, economic principles, sources of revenue, fundraising methods, theories and methods of financial planning, computer program/Internet/spreadsheet utilization, economic impact methods of financing venues, and understanding financial statements.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** ( ACC 201 Minimum Grade: D or BUAC 201 Minimum Grade: D ) and ( ACC 203 Minimum Grade: D or BUAC 203 Minimum Grade: D )

### **SPT 354 - Cross Cultural Rec/Sports/Fit**

**Credits:** 3.00

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. Permission of Instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 101 Minimum Grade: D or SPT 101 Minimum Grade: D

### **SPT 360 - Leadership**

**Credits:** 3.00

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.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

**Pre-requisites:** SPT 101 Minimum Grade: D or BUMG 200 Minimum Grade: D or MKT 101 Minimum Grade: D

### **SPT 361 - Test/Meas Sport/Phys Ed**

**Credits:** 3.00

This course has as its focus the construction/selection, administration, evaluation and interpretation of tests which measure physical fitness, skill-related fitness, psychomotor sports skills, knowledge, and attitudes. Objectives include the ability to interpret research related to teaching and learning in both sport and physical education. Statistical procedures are used to explain results. Learning experiences will include computer/software application utilization and laboratory work. Meet the prerequisite requirements or permission of the instructor.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 101 Minimum Grade: D and ( MAT 120 Minimum Grade: D or MAT 200 Minimum Grade: D )

### **SPT 370 - Law and Ethics in Sport Management**

**Credits:** 3.00

This course explores the ever-changing organizational, ethical, and legal issues of sport management, examining them from both the theoretical and practical perspectives. Issues are examined from the viewpoints of sport management professionals and other stakeholders in sport. Case studies and research are used to assist students in developing a personal philosophy to deal with ethical issues, and to provide them with an understanding of the legal and organizational challenges facing those individuals who are working in sport management settings. Fourth-year standing or permission of the instructor required.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

**Pre-requisites:** BUMG 326 Minimum Grade: D

### **SPT 380 - Adapted Physical Education**

**Credits:** 3.00

This course is designed to focus on important insights and skills for teaching physical education to students with disabilities.

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Athletic Training Education

Exercise & Health Promotion

Sports & Fitness Management

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **SPT 395 - Sport Management Internship**

**Credits:** 3.00 to 6.00

The internship affords the student a part-time experience in the practical environment of an organization within the broader field of sport management. The internship is developed in consultation with the faculty advisor and occurs during the student's third year. It is the student's responsibility to arrange the job placement with an appropriate organization, with the Fieldwork Coordinator's assistance. The student prepares a learning/work plan for approval of the ESP Fieldwork Coordinator and on-site supervisor. Evaluations are made by the on-site supervisor and the Fieldwork Coordinator, both of whom will share oversight responsibility. Third-year in good standing (see SMG GPA requirements).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Sport Management

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**SPT 401 - Seminar in Sport Management**

**Credits:** 3.00

This course has been designed to serve as the capstone academic experience for the sport management program. Students will spend the semester discussing and reacting to current trends, issues, and challenges in sport management. A case study approach will allow students to utilize critical thinking and problem-solving techniques and, personal and pre-professional experiences to make decisions. Sport driven topics will span the breadth of the discipline and will include: behavioral dimensions, management and organizational skills, ethics, marketing, communication, finance, economics, legal aspects, facility development, public relations, risk management, fundraising, philosophy, and leadership. Fourth-year in good standing (see GPA requirements for all SMG GPA majors).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Sport Management

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**SPT 420 - Research Methods**

**Credits:** 3.00

This course develops competencies needed to analyze, critique, and evaluate research in the areas of exercise, health, sports medicine, health promotion, and general management. Students gain an understanding of research techniques, literature review, hypothesis construction, research design and data analysis. Exploration of related literature and practice of research process enables students to understand the interrelationship between scientific investigation and practical application. Fourth-year in good standing (see GPA requirements for all ESP majors).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** MAT 120 or MAT 150

**SPT 495 - Sport Management Internship**

**Credits:** 3.00 to 6.00

The internship affords the student an advanced experience in the practical environment of an organization within the broader field of sport management. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with an appropriate organization, with the Fieldwork Coordinator's assistance. The student prepares a learning/work plan for approval of the ESP Fieldwork Coordinator and on-site supervisor. Evaluations are made by the on-site supervisor and the Fieldwork Coordinator, both of whom will share oversight responsibility. Fourth-year in good standing (see SMG GPA requirements).

**College:** College of Arts and Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions:**

Must be enrolled in one of the following Major(s):

Sport Management

Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

## Social Work

### **SSW 501 - Human Behavior/Social Env I**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 502 - Human Behavior/Social Env II**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 503 - Social Work Research I**

**Credits:** 3.00

Social workers must be active learners, able to both produce and consume knowledge related to our professional roles and to clients' welfare. These courses take students through various concepts of knowledge and knowing - of inquiry and its structures and guidelines. Students are introduced to basic computer operations, learning fundamental methods for organizing and analyzing data. Students then move on to study basic research design and methodology as well as conduct their own research.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 504 - Social Work Research II**

**Credits:** 3.00



Social workers must be active learners, able to both produce and consume knowledge related to our professional roles and to clients' welfare. These courses take students through various concepts of knowledge and knowing - of inquiry and its structures and guidelines. Students are introduced to basic computer operations, learning fundamental methods for organizing and analyzing data. Students then move on to study basic research design and methodology as well as conduct their own research.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 505 - Soc Welfare Policy & Prog I**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 506 - Soc Welfare Policy & Prog II**

**Credits:** 3.00

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.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 510 - Social Work Practice I**

**Credits:** 3.00

Introduces students to the values, ethics, and fundamental practice of the social work profession. Skill development across multiple system levels, or generalist practice, develops through readings, role plays, and active discussion. Focus is given to direct service with individuals, couples and families, and to work with organizations and communities. A "Strengths Perspective" permeates skill development along with commitment to the principle of client empowerment. Various phases of the helping process are developed and critically assessed. Theories of practice undergird skill development at every level.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 511 - Social Work Practice II**

**Credits:** 3.00

Introduces students to the values, ethics, and fundamental practice of the social work profession. Skill development across multiple system levels, or generalist practice, develops through readings, role plays, and active discussion. Focus is given to direct service with individuals, couples and families, and to work with organizations and communities. A "Strengths Perspective" permeates skill development along with commitment to the principle of client empowerment. Various phases of the helping process are developed and critically assessed. Theories of practice undergird skill development at every level.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 515 - Integrat Micro Macro Framework**

**Credits:** 2.50

This course serves as an introduction to understanding the impact of material disadvantage, social exclusion (racism, sexism...), adverse childhood experiences, and psychosocial development on the lives of individuals and families. The effects of inequity on human development will be examined through the lens of lifecourse (or cumulative impact) theory and research, as well as those theories that promote and explain human resilience. Course content will cover the

application of these perspectives to social work practice at the micro and macro levels.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 520 - Field Practicum I**

**Credits:** 3.50

Field work concentrates skill development in agency or other professionally appropriate social work settings supervised by experienced, social work professionals.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 521 - Integrating Seminar I**

**Credits:** .50

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.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 522 - Field Practicum II**

**Credits:** 3.50

Field work concentrates skill development in agency or other professionally appropriate social work settings supervised by experienced, social work professionals.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 523 - Integrating Seminar II**

**Credits:** .50

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.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 525 - Intro to Advanced Practice**

**Credits:** 2.50

Introduction to Advanced Practice (IAP) is a three credit, intensive summer course which builds on the foundation practice knowledge that Advanced Standing students bring to Master's level education. IAP is intended to solidify and strengthen students' knowledge, values, and skills and serve as a bridge to second year courses. IAP integrates a strengths-based orientation to social work and reflects a strong commitment to ethical practice and the values of human dignity, cultural diversity, self-determination, and social justice. This course provides students with an opportunity to engage in critical examination of issues that impact the profession of social work. The course focuses on developing students' abilities to research, examine and critically evaluate a variety of issues, from a personal perspective that is ethical and consistent with the students' values and beliefs.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 552 - Indiv, Family & Group Pract I**

**Credits:** 3.00

These courses focus on the theoretical underpinnings, models and methods of assessing and intervening in a range of individual, family, and group situations. The courses emphasize clients' strengths, resources and creativity as bases for building professional relationships. Practice is examined through a lens which considers abuse and oppression as primary forces in the lives of individuals, families, and groups with whom social workers interact. Family-centered social work, self-in-relation and other feminist perspectives, solution-oriented social work, social

constructionism and narrative therapy are among the models studied. In the second semester, trauma theory and practice are the focus of attention. Each practice approach is examined in relation to its understanding of and respect for human dignity and diversity, self-determination, and social justice. Reflective practice, emphasizing the student's integration of values, concepts and skills in practice, characterizes the two courses.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 553 - Indiv, Family & Group Pract II**

**Credits:** 3.00

These courses focus on the theoretical underpinnings, models and methods of assessing and intervening in a range of individual, family, and group situations. The courses emphasize clients' strengths, resources and creativity as bases for building professional relationships. Practice is examined through a lens which considers abuse and oppression as primary forces in the lives of individuals, families, and groups with whom social workers interact. Family-centered social work, self-in-relation and other feminist perspectives, solution-oriented social work, social constructionism and narrative therapy are among the models studied. In the second semester, trauma theory and practice are the focus of attention. Each practice approach is examined in relation to its understanding of and respect for human dignity and diversity, self-determination, and social justice. Reflective practice, emphasizing the student's integration of values, concepts and skills in practice, characterizes the two courses.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 564 - Prog Dev & Community Practice**

**Credits:** 3.00

This course builds upon the foundation year and introduces students to the changing context of community and inter-organizational linkages across human service systems. Major content focuses on community and organizational needs assessment, community building, understanding and working in multi-system service environments. Client empowerment, collaborative relationship building across various system levels, including coalition building, and across problem areas and settings are emphasized.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 565 - Administration and Supervision**

**Credits:** 3.00

The second semester course is concerned with roles and functions of social workers in various administrative and supervisory capacities, and how the work of the human service program is done through the efforts of its staff. Students gain an understanding of the financial management process, human resource issues, board leadership development, and task group leadership

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 571 - Social Work Practice w/Groups**

**Credits:** 3.00

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. (Cross-listed with ACP 540 and GER 571)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 575 - Basic Grantwriting**

**Credits:** 1.00

This course serves as a concentrated graduate elective in the study of grant research and proposal writing. It is designed as an intensive hands on approach which allows the student to develop an appreciation for vocabulary, an awareness of the concepts and practices within the field, and an opportunity to practice the requisite skills in obtaining funds from outside sources.

**College:** College of Health Professions

**Division:** Graduate  
**Department:** School of Social Work

### **SSW 580 - Field Practicum III**

**Credits:** 3.50

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.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** School of Social Work

### **SSW 582 - Field Practicum IV**

**Credits:** 3.50

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.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** School of Social Work

### **SSW 585 - Substance Abuse**

**Credits:** 3.00

History of drug use in the U.S., trends in treatment of drug abuse, models of addiction, basic addiction approaches, and sociocultural perspectives on addiction are presented. Interventions and levels of treatment, environmental influences of substance abuse, and gender differences in treatment and recovery are discussed. Expectations for addictions recovery are explored. Current addictions policies and services are critiqued. (Cross- listed with ACP 510)

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** School of Social Work

### **SSW 592 - Self Theories & Psychotherapy**

**Credits:** 3.00

The course is designed to introduce students to insight-oriented, psychodynamic psychotherapy (POP). The "self" theories, i.e. American and British schools of object relations theory, self psychology and cognitive therapy theory, inform POP. The course will trace the evolution of narcissism, depression, and anxiety, and the relation to psychotherapeutic practice. Concepts of "self," and how it informs the therapist's "use of self," will be explored.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** School of Social Work

### **SSW 594 - Collab, Leadership&Prof Ident**

**Credits:** 3.00

This course is designed to promote the development and functioning of effective interdisciplinary teams in diverse practice settings. Course content will emphasize proven strategies for improving communication, enhancing cross- disciplinary collaboration, facilitating effective teamwork, and identifying and developing leadership skills. There will also be material on how to develop and clarify one's professional identity, including roles, responsibilities, and self care strategies.

**College:** College of Health Professions  
**Division:** Social Work  
**Department:** School of Social Work

### **SSW 597 - Adv Psychosocial Assessment**

**Credits:** 3.00

APA provides students advanced knowledge and skills in the assessment of client concerns. Skills of recognizing and using assessment interviewing as intervention are explored and developed. Students examine problem definition; relationship between diagnosis and assessment; collaborative assessment processes; identifying personal, social, and organizational resources; historical assessment; cultural competency; contextual assessment skills; and the relationship between assessment and intervention. (Cross- listed with ACP 550)

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** School of Social Work

**SSW 598 - Counsel. Elders & Families****Credits:** 3.00

This summer intensive course covers individual and group practice techniques for counseling older adults and their families. Using a strengths perspective, assessment and treatment techniques used to address issues such as later life depression, substance abuse, a diagnosis of Alzheimer's Disease and anxiety will be covered as well as ways to empower elders through the use of support groups. Types of case management with elders and an overview and methods of accessing geriatric health and long term care resources are also covered. This course is offered one day per week for seven consecutive weeks. (Cross-listed with GER 520)

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**SSW 601 - Independent Study****Credits:** 1.00 to 5.00**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**SSW 602 - Hum Sexuality & Soc Work Prac.****Credits:** 3.00**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**SSW 604 - Comparative Clinical Theories****Credits:** 3.00

The course is designed to introduce students to a range of clinical theories, to the evolution of those theories, and to the essential relationship of each to the other. The course will trace aspects of the evolution of drive, ego, object, and self from Freud to contemporary theorists, including cognitive, behavioral, and family systems. The course will explore how the environment is central to clinical theory and practice.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**SSW 605 - Health Disparities****Credits:** 3.00

This course will expose, explore and examine disparities in health and health care. These two interests are related, but not the same. Resolution of disparities in health insurance and access to adequate and culturally appropriate health care, while vitally important and necessary, cannot resolve the disparity in health. New models are needed and the foundations for them will be explored.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**SSW 606 - Solution Focused Practice****Credits:** 3.00

While this model was originally developed as a form of brief therapy, the course will emphasize the solution-orientation as a more broadly applied approach to social work practice. Students will be able to explore and develop knowledge and skills in both theoretical understanding and practical skills of doing solution-oriented social work. The course emphasizes skill development through experiential learning and case presentations.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**SSW 607 - Soc Wk Prac w/Sex. Minorities****Credits:** 3.00

This course explores the multiple relationships between human sexuality and social work practice. The focus is on critical examination of the dominant discourse about sex, gender and sexual orientation and its relation to social work practice. Students develop skills to sensitively and effectively address both client concerns about sexuality and social policies as they relate to sex,

gender and sexual orientation.

**College:** College of Health Professions

**Division:** Day Division

**Department:** School of Social Work

### **SSW 608 - Grant Research & Pro Writing**

**Credits:** 3.00

This course discusses the concepts and practices of the discipline of grant research and proposal writing; the techniques and strategies of grant research and proposal writing and tracking of proposals once submitted, and follow up on submitted proposals. We will also explore the types of financial assistance available to agencies and individuals. Using the Internet and relevant published materials as well as lecture and discussion, students will develop the skills to develop and submit grant proposals.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 609 - Social Work w/People of Color**

**Credits:** 3.00

This is a practice class that will help the student explore the following areas: 1. Cultural competency as a systemic theoretical orientation. 2. Historical perspectives on the experience of people of color including: African American, Native American, Asian American and Latino American, multi-racial and immigrant communities. 3. Political perspectives on the experience of people of color. 4. Unique characteristics of the value systems of people of color. 5. Communication barriers that may hinder communication between people of color and white people. 6. Strategies for providing effective culturally sensitive practice with people of color. 7. Understanding and eliminating white racism. 8. Racial Identity theory.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 610 - Social Work in Political Arena**

**Credits:** 3.00

This course examines the political environment of the policy process through several sets of lenses. We will examine the motives of actors, institutional constraints and how these politics are altered at different stages of the policy process. This is not an examination of any single stage or actor in the policy process, but rather it is a calculated effort to provide you with an understanding of the critical issues involved in policy making.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 611 - Domestic Violence**

**Credits:** 3.00

This course will examine policy, varying service delivery systems, funding and the role of social workers in the areas of partner abuse, child abuse and elder abuse. This course will help students understand the context in which domestic violence practice occurs. The course will also focus on the role of the social worker in assessing for domestic violence with their clients. Culturally sensitive practice issues will be discussed and their impact on individuals seeking services. The course will also focus on developing student's abilities in assessment and intervention techniques with both survivors and individuals that batter. The course focuses on developing students' abilities to identify and explore ethical issues in domestic violence practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 613 - Adv Trauma Based Seminar**

**Credits:** 3.00

This course explores working with survivors in a trauma based practice which validates the experience, respects the survivor, and helps her/him to become empowered. An examination of personal beliefs and definitions of trauma will serve as a first step toward the study of advanced trauma based practice. Using Trauma Theory as a foundation, students will learn practice methods and approaches that may be helpful in working with survivors. Case presentations will allow students the opportunity to discuss alternative practice approaches, understand the trauma survivor's experience, and support & critique peers.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 615 - Contemporary Controversies**

**Credits:** 3.00

This seminar provides an opportunity for students to engage in critical examination of controversial issues that impact the profession of social work today. The course focuses on developing students' abilities to research, examine and critically evaluate a variety of positions on controversial issues and to develop and defend, both verbally and in writing, a personal position that is ethical and consistent with the student's values and beliefs. Course content will be determined to a large extent by issues of interest to students in the class. Issues to be examined will also include controversial issues of interest to the instructor and other faculty members, who will present on controversial issues relevant to their own practice and research interests. Controversial Issues in social policy, social welfare policy, multicultural practice, child welfare, social work ethics and professional practice may all be addressed.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 618 - Homelessness and Social Work**

**Credits:** 3.00

Homelessness and Social Work: Voices from the Street. This course is aimed at increasing student awareness of contemporary social welfare policies, programs and practice issues relevant to providing social work services to homeless and other poor people. The homeless experience is examined in the context of societal oppression and political resistance.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 620 - Spiritual Dimension Soc Work**

**Credits:** 3.00

The social work profession has historically crafted its approach to service within the context of a holistic perspective, viewing each individual as whole, not broken, honoring all aspects of the individual (physical, psychological, social, spiritual), and supporting that individual's strengths to promote healing with the understanding that one person's healing heals the whole community and vice versa. These concepts are inherent in many spiritual traditions and can be brought into the practice of social work as an integral aspect of service on both the micro and macro levels. This course will explore the integration of spirituality, spiritual practice, and religious beliefs with the knowledge and value base of social work practice. This course will explore some of the latest thinking on the value of spiritual beliefs and practices in the clinical setting and how social workers can integrate a spiritually sensitive focus into treatment while honoring the spiritual and cultural diversity of clients' belief systems.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 621 - DSM IV**

**Credits:** 1.00

This course, an add-on elective to Advanced Psychosocial Assessment, will provide students with a critical analysis of the DSM IV. Students will explore the development of the DSM IV as a classification system and will examine this manual as a pathology-based manual currently used in settings where social workers are employed. As social work practitioners it is important to understand fully the DSM IV in order to converse effectively in settings where the DSM IV is used as a part of the assessment process. As practitioners, it is quite likely that the students will be asked to use the DSM IV to provide diagnoses to their clients. By developing a thorough understanding of the DSM IV and through the use of case studies and videotape, students will be in a better position to knowledgeably critique this particular classification system as well as to use it ethically in agencies where DSM IV diagnoses are required.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 622 - Child Welfare Policy & Pract**

**Credits:** 3.00

This course focuses on the relationship between social and social welfare policies and practice with children and adolescents. It provides an overview and evaluation of child welfare services and the health and mental health systems. The impacts of these systems on children and adolescents of diverse social and cultural groups, including poor children, children with disabilities, members of racial and ethnic minorities and gay and lesbian youth, are explored. Current and potential roles of social workers and the social work profession in challenging oppression and promoting empowerment within these systems are addressed. The relationship between the oppression of children and adolescents and physical and sexual abuse and neglect are examined. Social problems which impact children and adolescents, such as homelessness, substance abuse, and sexuality, are also be explored from the perspectives of policy and practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 623 - Advanced Practice Seminar**

**Credits:** 2.00

This course is designed to provide students with the opportunity to explore field issues and how they interact with classroom learning. Students engage in group problem solving strategies in resolving individual, family, and groups or organizational/community practice issues.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 624 - Legal & Ethical Issues**

**Credits:** 3.00

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court. (Cross-listed with ACP 555 and GER 560)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 625 - Addictions Counsel/Family Dyn**

**Credits:** 3.00

Addictions and family dynamics are examined, with an emphasis on family systems theory and treatment models. Various theories are presented as models for understanding the process clients experience in family treatment. (Cross- listed with ACP 530)

**College:** College of Health Professions

**Division:** Day Division

**Department:** School of Social Work

### **SSW 626 - Mental Health Practice**

**Credits:** 3.00

In this course, students examine mental health practice and the contemporary mental health system from a number of critical perspectives, including the point of view of consumers/survivors/ex-patients (c/s/x). The course will compare and contrast current and historical concepts of "mental illness" and the mental health system with current perspectives of physicians, other mental health professionals and c/s/x . A trauma paradigm, which highlights the connections between abuse, violence and "mental illness," will be a primary focus.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 627 - Pharmacology:Drugs & Behavior**

**Credits:** 3.00

This course examines concepts in psycho- pharmacology, neurophysiology, psychoactive drug classification. Physiological, and psycho-logical aspects of psychopharmacological agents used in the treatment of psychiatric disorders are presented. Psychopharmacology with the geriatric population are explored. The parts of the brain affected by alcohol, marijuana, opiates, cocaine, and other street drugs are discussed. (Cross-listed with ACP 520 and GER 627)

**College:** College of Health Professions

**Division:** Graduate



**Department:** School of Social Work

### **SSW 628 - Social Work & Creative Arts**

**Credits:** 3.00

This course relates the application of creative arts, including music, literature, theatre, art, poetry, movement, and dance, to increasing self-awareness, working directly with clients, enhancing social awareness of core social issues, and enhancing civic dialogue. Includes presentations by diverse community artists.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 629 - Policy Analysis**

**Credits:** 3.00

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 633 - Practice w/ Children & Adolesc**

**Credits:** 3.00

No course description available at this time.

**Lecture:** 3.00

**College:** College of Health Professions

**Division:** Social Work

**Department:** School of Social Work

### **SSW 635 - Aging & Health**

**Credits:** 3.00

This course is a progressive overview of the field of aging beginning with the history and theories of gerontology and transitioning to the methods providers use with older consumers to maintain wellness and high functional levels in the later years. The latest research on exercise, nutrition and alternative and complementary health care for an aging population is emphasized. (Cross-listed with NSG 333 and GER 525)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 636 - The Aging Experience On-Line**

**Credits:** 3.00

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills. (Cross-listed with GER 506)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

### **SSW 640 - Narrative Therapy with Elders**

**Credits:** 3.00

This advance practice course builds on the introduction to narrative therapy provided in Individual, Family, and Group Practice I. The course provides students the opportunity to further develop their knowledge and skills and narrative therapy through work with elders in the context of a unique practice experience. The course will be provided in partnership with an assisted living facility in the area. Students will work one on one and in groups with elders at the facility while learning narrative therapy theory and practice. A closing ceremony will provide further narrative therapy opportunities. Topics to be covered in course include an overview of theories of aging, aging in sociocultural context, review of narrative therapy ideas and theories, narrative practice techniques as applied to elders, ethical issues in practice with elders, and narrative approaches to issues of loss, aging, and dying. SSW 552, Social Work Practice with Individuals, Families and Groups I, or permission of the instructor are prerequisites for this course.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Pre-requisites:** SSW 552

### **SSW 645 - Supervision/Human Serv Setting**

**Credits:** 3.00

Masters level social workers often supervise staff during their professional careers. This course focuses on preparing and supporting new and mid-career supervisors in their complex roles within human service settings. We investigate the balance of mentorship and accountability functions present in clinical and human service supervision. Topics include styles of supervision; strength-based coaching strategies; team building and team management skills; common challenges and human resource concepts; productivity and project management; and compassion fatigue. Class encourages an active, learning environment related to the real world of practice expectations.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 650 - Public Financial Management**

**Credits:** 3.00

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 655 - IssuesAdv Social Work Practice**

**Credits:** 3.00

Social work practice occurs in a complex community matrix. This course offers a chance to consider three themes that are present in the contemporary community context: spirituality, multi-cultural practice and community-based practice. We will include experiential and didactic components, as well as, dialogue with community representatives to explore the impact of these themes on social work practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 660 - Prog Dev in Age of Collab/Merg**

**Credits:** 3.00

State and Federal Government, as well as major private foundations, are now placing a premium on the concepts of merger and affiliation within the nonprofit funding arena. This emphasis approaches the momentum of early managed care initiatives. Program development and the continuation of current services will happen within this framework. Students need an understanding of the theory and practice of levels of association in nonprofit management in order to enter this new environment successfully. This course will address the complexity of merger and affiliation, covering policy, community practice, funding strategies and nonprofit management. The course will explore the concept of integrative practice as a possible organizational paradigm for merger and affiliation. True integrated practice goes far beyond merger or affiliation as the field commonly knows them, that is: the mechanics of the business and organizational model. However, the construct of integrated practice may have a role in successful nonprofit associations. The class format will be a combination of presentation and group discussion, guest lecturers, and small work groups. The goal of the class is to allow students theoretical and practical mastery of program development within this evolving mandate.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 670 - Death and Dying**

**Credits:** 3.00

An interdisciplinary course on death and dying, we will explore the death system, funerals, economic considerations of death, care of the dying and the bereaved of all ages, psychological dynamics dealing with the death, and ultimate questions in relationship to death and bereavement. The course will examine the basic principles of palliative care, bereavement and grief in all age groups, suicide and grief, issues around refugee and immigrant experience with death, various philosophical and religious understandings of death, meaning of life, ethical issues related to the care of the dying and the bereaved. We will explore the nature of grief and loss, the personal characteristics of effective practitioners, communication skills used in practice, the goals and techniques of practice with people who are grieving, approaches to helping those who are dying, and specific interventions that are helpful to bereaved clients in cases of prolonged grief, mourning a child or those whose deaths were stigmatized or unanticipated. Students will explore their own personal, cultural, and spiritual experiences, beliefs and values around death and dying.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 675 - SW Prac in Rural Environment**

**Credits:** 3.00

This graduate level elective course is designed to expose students to rural social work practice. Students will explore the multifaceted area of small social service agency work, the ethical and professional challenges of working in a rural environment as well as the rewards of working in close knit communities.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 680 - Approaches to Field Work**

**Credits:** 3.00

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 681 - Field Research**

**Credits:** 3.00

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**SSW 682 - Applied Fieldwork**

**Credits:** 3.00

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Workspan >

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# Catalog 2004-2005



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# Catalog 2004-2005

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## **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.

### **Interviews and Campus Tour**

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

Tours and interviews may be scheduled by contacting the [Admissions Office](#), Monday through Friday from 9:00 a.m. - 4:30 p.m. Prospective students are encouraged to visit on a weekday if at all possible. We do offer tours and information sessions on Saturdays during the months of October, November, December, February, and March. Please call in advance, (800) 477-4863, extension 2297.

### **Undergraduate Admissions**

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

- The secondary school program.
- The secondary school grades and class standing.
- The SAT1 or ACT scores.
- Extracurricular involvement.
- The admissions interview (optional unless required by the dean of admissions or departments).
- Qualified students with equivalency certificates are also considered for admission.

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

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

All first-year applicants are required to:

- Complete an application form and submit it to the Admissions Office early in the fourth year or well in advance of the beginning of the academic term for which application is being

made.

- Submit the nonrefundable application fee of \$40.
- Request that the secondary school forward all academic records to the Admissions Office.
- Forward all SAT1 or ACT scores to Admissions Office.

### **Admissions Decisions**

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

### **Reservation Agreement**

The rolling admissions policy ensures every applicant of a prompt and definitive answer to the question of admission. Once accepted, students are required to submit a \$500 deposit that will guarantee their place in the entering class. 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 (and room for residential students) or forfeited for those students withdrawing.

### **Conditional Acceptance**

Each year the University admits a small number of first-year students whose record of achievement and/or degree of preparation lies below general standards. Such students gain admission because of other positive indicators in their record. To help develop these students' 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.

### **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.

### **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 or more credits, to produce proof of immunization against those diseases listed on the immunization record form. The University of New England requires additional immunizations, over and above state mandates, for health profession students. That information will also be available on the health forms.

### **Advanced Placement and CLEP**

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

with the tables which follow.

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

### Advanced Placement

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

AP-Exam Title	Minimum Score	Course Equivalent	Credit Earned
Biology	3	BIO 100	4
	4 -or- 5	BIO 100 and 101	8
Calculus AB	3	MAT 190	4
	4 -or- 5	MAT 190 and 195	8
Calculus BC	3	MAT 190	4
	4 -or- 5	MAT 190 and 195	8
Chemistry	3	CHE 110	4
Chemistry English Lang/Comp	4 -or- 5	CHE 110 and 111	8
	4	ENG 110	4
English Lit/Comp	3	ENG xxx	3
French Language	3	FRE 100	3
French Literature	3	FRE 200	3
History: U.S.	3	HIS xxx	3
Macroeconomics	3	ECO 203	3
Microeconomics	3	ECO 204	3
Physics	3	PHY 200	4
Psychology	4	PSY 105	3
Spanish Lang	3	SPA 101	3
Statistics	3	MAT 120	3

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

### College Level Examination Program (CLEP)

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

CLEP-General Examinations	Minimum Score	Course Equivalent	Credit Earned
English Comp with Essay	50	ENG 110	4
English Comp	50	ENG 110	4
Social Sciences and History	50	Explorations (2)	6

Natural Sciences		Clear with Dept	
Humanities	50	Explorations (2)	6
Mathematics		No Equivalency	
American Government	50	PSC 1xx	3
American Literature	50	ENG 200	3
Analysis and Inter of Lit	50	ENG 1xx	3
Algebra, College	50	LAC 021	3
		(non-degree)	
Algebra-Trig, College	50	MAT 180	3
English Lit	50	ENG 1xx	3
General Chemistry	50	CHE 110	4
	65	CHE 110, 111	8
Psych, Intro	50	PSY 105	3
Human Growth and Devel		Clear with Dept	
Principles of Mgt	50	MGT 101	3
Accounting, Intro	50	ACC 201	3
Business Law, Intro	50	MGT 325	3
Principles of Mkt	50	MKT 101	3
Trigonometry		No Equivalency	
Macroeconomics, Intro	50	ECO 203	3
Microeconomics, Intro	50	ECO 204	3
Sociology, Intro	50	SOC 150	3
French: 2 Semesters	50	FRE 100	3
French: 4 Semesters	50	FRE 100, 101	6
German: 2 Semesters	50	ELE 1xx	3
German: 4 Semesters	50	ELE 1xx, 2xx	6
Spanish: 2 Semesters	50	SPA 101	3
Spanish: 4 Semesters	50	SPA 101, 102	6
Calculus with Elem Functions	50	MAT 190	4
General Biology		Clear with Dept	
Biology	50	BIO 100	4
U.S. History I	50	HIS 201	3
U.S. History II	50	HIS 202	3
Western Civilization I	50	LIL 201	3
Western Civilization II	50	LIL 202	3
Educational Psych, Intro		Clear with Dept	
Info Systems and Comp App	50	MCS 100	3
Freshman College Comp	50	ENG 110	4

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

## DANTES

DANTES Subject Standardized Tests (DSSTs) provide an opportunity for people to obtain college credit for what they have learned in non-traditional ways. The DSST Program is made available by The Chauncey Group International® and is used by adult education programs, the United States Department of Defense, and two and four-year colleges. Designed originally for the military, DSSTs are available to civilian students and adult learners as well. The DSST program is used by colleges and universities to award college credit to those who demonstrate that they have knowledge comparable to someone who completed the classroom course in the subject.

Recommended credits and minimum scores are based on evaluation by qualified individuals in the American Council on Education (ACE). The symbol B signifies credit to be awarded at the bachelor's level; the symbol BU signifies recommended credit at the upper division (3rd and 4th year) level.

DANTES Exam Title	Minimum Score (ACE)	Course Equiv	Credit Earned
Fundamentals of College Algebra	3B/47	LAC 021 (non-degree)	3
Principles of Statistics	3B/48	Clear with Dept	
Art of the Western World	3B/48	ART 270	3



Contemp. Western Europe: 1946-1990	3B/48	HIS 1xx	3
An Introduction to the Middle East	3B/44	PSC 1xx	3
Human/Cultural Geography	3B/48	HIS 334	3
Rise and Fall of the Soviet Union	3BU/45	HIS 1xx	3
A History of the Vietnam War	3B/49	HIS 1xx	3
The Civil War and Reconstruction	3BU/47	HIS 1xx	3
Foundations of Education	3B/46	EDU 105	3
Lifespan Developmental Psychology	3B/46	PSY 220	3
General Anthropology	3B/47	ANT 101	3
Drug and Alcohol Abuse	3BU/49	ELE xxx	3
Introduction to Law Enforcement	3B/45	ELE xxx	3
Criminal Justice	3B/49	ELE xxx	3
Fundamentals of Counseling	3B/45	ELE xxx	3
Principles of Finance	3BU/46	MGT 315	3
Principles of Financial Accounting	3B/49	ACC 201	3
Human Resource Management	3B/48	MGT 302	3
Organizational Behavior	3B/48	MGT 301	3
Principles of Supervision	3B/46	MGT xxx	3
Business Law II	3BU/52	MGT 325	3
Introduction to Computing	3B/47	MCS 100	3
Introduction to Business	3B/46	MGT 1xx	3
Money and Banking	3BU/48	MGT 1xx	3
Personal Finance	3B/46	ELE xxx	3
Management Information Systems	3BU/46	MCS xxx	3
Business Mathematics	3B/48	ELE xxx	3
Astronomy	3B/48	ELE xxx	3
Here' s to Your Health	3B/48	HSM xxx	3
Environment and Humanity: The Race to Save the Planet	3B/46	ENV 104	3
Principles of Physical Science I	3B/47	Clear with Dept	
Physical Geology	3B/46	GEO xxx	3
Technical Writing	3B/46	No Equivalent	
Ethics in America	3B/46	PHI 1xx	3
Introduction to World Religions	3B/49	REL 1xx	3
Principles of Public Speaking	3B/47	SPC 100	3

### Transfer Admissions

Students applying for transfer admission are required to forward the completed application form and application fee of \$40, and official college transcripts of ALL academic work to the Admissions Office. College Board scores, secondary school records, and an interview may also be requested by the dean of admissions.

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

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

- All students who have earned an associate degree in a program of study from an accredited institution that is parallel or related to the academic offerings at the University of New England are eligible for admission to the University. The student will receive credit

for all courses therein, up to a total of 65 credits. However, not all of those credits will necessarily apply towards core or degree requirements.

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

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

### **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 Department of Nursing and Health Services Management for further information concerning this area of assessment credit.*

### **Portfolio Assessment Application Procedure Outline**

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

- Portfolio assessment packets are available from the Registrar's Office at the University Campus, or from the Student Registration and Financial Services Center at the Westbrook College Campus.
- A request for credit equivalency, and the subsequent portfolio submission, must occur during your first two semesters at UNE.
- Secure a faculty sponsor from UNE or within the Greater Portland Alliance of Colleges and Universities. The faculty sponsor will provide guidance in the preparation of the portfolio.
- Complete the portfolio per the Guidelines for Portfolio Assessment' document available in the Registrar's office.
- Submit portfolio to the dean of the College of Arts and Sciences. The dean will notify Student Accounts that the request for experiential learning has been submitted and the student will be billed for a \$50.00 non-refundable portfolio assessment fee. The dean will forward the portfolio to the chair of the department in which the course is offered. The chair of the department will select a faculty member to review the portfolio. Faculty selected must have either taught the course for which credit is requested or have proper qualifications to teach the course if/when it is offered at UNE. The faculty reviewer may interview or test the student, or request further information from the student, in order to assess if course objectives have been met. The faculty reviewer will then make a decision

and forward it to the chair of the department and the dean for approval or rejection of the credit equivalency request, or may return the portfolio to the student for suggested revision.

- The decision of the faculty reviewer is final. A reconsideration for the same course equivalency may not be made.
- If approved, the 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.

### **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  
Email: [info@wes.org](mailto: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), and a financial statement. Students applying whose native language is not English must submit recent scores from the Test of English as a Foreign Language (TOEFL). Scores on the TOEFL of 550 (paper), 213 (computer) or better will be considered.

### **Veterans**

Programs of the University of New England have been approved for persons eligible for Veterans Administration Benefits by the Maine State Approving Agency for Veterans' Education Programs. 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.

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

### **Special College Programs**

#### **Reserve Officer Training Corps Program (Army ROTC)**

Students attending the University of New England may enroll in Army Reserve Officer Training Corps through a cross-enrollment agreement with the University of New Hampshire. Students should be aware that not all ROTC courses will carry transfer credit and up to seven academic credits may be awarded for successful completion of courses in this program. The Registrar should be consulted prior to course enrollment and for more details about the program. ROTC

scholarships are offered on a competitive basis. Scholarships may pay full or part of tuition, mandatory university fees, and required textbooks for all courses. More specific information can also be obtained by contacting the UNH Army ROTC at (603)862-1078.

### **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 may be 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 that provides cross-registration opportunities and other activities for eligible students. For further information, see the Registrar's Office at the University Campus or the Student Registration and Financial Services Center at the Westbrook College Campus.

### **International Student Exchange Program**

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

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

This five-year educational track is designed to combine a medical biology - pre-physician assistant track baccalaureate degree, master of science degree, and physician assistant certificate. The program has two components.

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

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

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

1. Completed Physician Assistant Program application form including a personal statement which describes:
  - a. Your understanding of the role of the physician assistant and the key issues in your life which have influenced your decision to become a PA.
  - b. Your perception of the major health care issues facing our society today and how, as a PA, you intend to contribute to their resolution.
  - c. How these contributions relate to the UNE Physician Assistant Program's mission.
2. A completed academic self-report form.
3. Student copies of applicant's transcript(s) indicating completion of undergraduate and/or graduate degree(s) from accredited colleges or universities (if applicable), or satisfactory completion of at least 90 credits, which include the necessary prerequisite course work.
4. Three letters of reference on University of New England Physician Assistant Program reference forms submitted by the evaluator to the Graduate Admissions Office.
5. Official transcript(s) must be sent directly from issuing institution(s) to UNE's Graduate Admissions Office.

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

Enrollment in the accelerated pre-physician assistant 3-2 track does not guarantee admission into the Master of Science - Physician Assistant Program. In the event a student does not proceed into the master's level program, it is the student's responsibility to plan for timely completion of the medical biology - pre-physician assistant track baccalaureate program.

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

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

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

Qualified CAS undergraduate students who wish to become a doctor of osteopathy (D.O), may apply for early admission to the College of Osteopathic Medicine at the University of New England following their third year. This "3-4 Program" allows mature, qualified CAS students to complete an undergraduate degree and doctor of osteopathy degree in seven years. The program is for students admitted to CAS in the medical sciences track in the [medical biology major](#). Recommended policy and procedures for this program follow:

- Complete admission requirements of the College of Osteopathic Medicine of the University of New England (see the COM Catalog medical college admission requirements.)
- Complete CAS graduation requirements for both the medical sciences track in the medical biology major and the CAS core curriculum.
- Successful completion of the first year of COM courses for which 30 hours of credit will be awarded towards meeting the undergraduate degree.

- Seventy-five percent (75%) or 90 credit hours of the total required credit hours for a baccalaureate degree must be completed prior to matriculation in COM.
- 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 the fall semester of their second year at the Registrar's Office and with their advisor.
- To remain in good standing, students in the 3-4 Program must maintain a UNE cumulative grade point average of 3.00 or better (on a scale of 4.00) for all subjects and a science GPA of 3.00 or better.
- Students should apply to COM at the end of the fall semester of their third year. They will undergo the regular admission process as indicated in the UNECOM catalog and be evaluated by the Admission Committee of COM. Students are strongly advised to seek regular advice, counseling, and support from the Pre-Health Professions Advisory Committee (PHPAC). Continuing support of 3-4 students by the PHPAC requires demonstration of academic strength, personal motivation, and sufficient maturity to indicate probable success in the Osteopathic Medical Program.
- 3-4 students who fulfill requirements as described are assured of receiving full consideration by the Admissions Committee for admission to COM.
- Students are encouraged to take the MCAT in April of their second year
- During their first year at COM, 3-4 students will also be CAS students and are therefore encouraged to continue to seek counsel and guidance of PHPAC of CAS.
- First-year 3-4 COM students will submit a "Request for Degree" to the Registrar during the first week of their second semester and will be awarded a baccalaureate degree upon satisfactory completion of the first year at COM.
- Students must fulfill all other CAS and COM requirements and business office obligations.

### **Undergraduate Certificate Programs Secondary Education**

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

### **Cooperative Education**

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

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

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

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

A maximum of 18 credits in cooperative education is allowed toward the number of credits required for graduation. Cooperative Education arrangements are available during any semester following the successful completion of the first year.

*Note: The Nursing Program cooperative education is non-credit bearing. Nursing requires a cooperative education experience during summers between the first-second, second-third, and third-fourth years. Nursing students should contact the Department of Nursing and Health*

*Services Management for further information concerning this area of cooperative education experience.*

## **Continuing Education and Summer Sessions**

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

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

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

The OCE welcomes individuals who wish to take a course in the early stages of degree programs, for meeting other educational goals, or for personal enrichment. Although there is no limit to the number of credits an individual may take as a continuing education student, only 12 of these credits may be applied toward a particular major at UNE without having to pay the difference between continuing education rate and matriculating rate. Daytime, evening or weekend courses may be taken during the fall and spring semesters, or summer session. Arrangements can be made to earn either undergraduate credit, graduate credit or continuing education units (CEU's).

The OCE also provides customized education and training programs, including certificate programs in project management, and a variety of other management and leadership certificate programs to agencies, organizations, and corporations. Many of the above programs may be delivered on campus or on-site.

For information, registration materials and schedules, contact the Office of Continuing Education at 207-283-0170, extension 4412, or in Portland, Maine, 207-797-7688, extension 4412.

## **The New England Institute**

Director-David Livingstone Smith, Ph.D  
Associate Director-Robert E Haskell, Ph.D

The New England Institute is an initiative by the University of New England to foster research and education into the interdisciplinary nexus of cognitive science, evolutionary psychology and psychotherapy.

Cognitive science investigates the deep structure of mental processes. Evolutionary psychology understands the mind in the context of its biological origins. Psychotherapy harnesses this knowledge to study and change psychological problem states. A sustained dialogue between these disciplines is long overdue and timely.

NEI provides a unique platform for interdisciplinary dialogue and constructive debate. It offers a varied and topical program of lectures, seminars, courses and conferences for academics and for the general public. Events will be held on the Portland campus of the University of New England.

## **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:

<b>Classification</b>	<b>FA and Deferments</b>	<b>VA</b>
<b>Undergraduate</b>		
Full-Time	12.0	12.0

3/4 Time		9.0
Half-Time	6.0	6.0

**Organizational Leadership**

Full-Time	9.0	9.0
3/4 Time		6.7
Half-Time	4.5	4.5

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

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

**Graduate-Level Certification Programs**

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

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

**Special****(Master of Science — Nurse Anesthesia/Master of Nurse Science)**

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

(unless special arrangements are made for less than full-time)

**College of Osteopathic Medicine**

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

(unless special arrangements are made for less than full-time)

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*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.*

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## Undergraduate Programs Administrative Services and Policies

### Student Records and Transcripts

**Academic Records** - Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms of the Buckley/Pell Amendment, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Health and Human Services concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights. University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

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

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

### Student Access and Annual Notification

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Registration and Financial Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is

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

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by the University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

### **Directory Information and Disclosure**

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

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

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

### **Response Time and End-of-Term Processing**

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

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

For students graduating at the end of spring semester: degree verification, posting, and diploma

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

### Transcripts

No official transcript will be issued until all financial obligations have been met. Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another's transcripts by an imposter.

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

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## **Undergraduate Programs Administrative Services and Policies**

### **Financial Aid**

The University of New England Financial Aid Office is committed to assisting students and families in finding the financial means necessary to achieving their educational goals. At UNE, more than 85 percent of our students receive some form of financial assistance. We believe that the financing of a college education should be a partnership between the student, the student's family, and the University. We encourage you to visit our [website](#), where you may obtain additional information about our financial aid programs. Our office is located on the University Campus (UC) in 121 Decary Hall. Office hours are 9 a.m. - 4 p.m. weekdays. Financial aid advising services are available by appointment by calling (207) 283-0170 x2342. We also offer financial aid advising services by appointment on the Westbrook College Campus (WCC) at the Student Registration and Financial Services Center in Hersey Hall. Call (207) 797-7261 x4200 to schedule an appointment.

### **Financial Aid Programs**

#### **University of New England Scholarship and University of New England Grant**

These programs are awarded by the Admissions Office and are based on an incoming student's demonstrated academic performance. Awards are renewable for up to four years of full time, continuous undergraduate study, based on the student's continued academic performance. The student is not required to demonstrate financial need to qualify for these programs.

#### **University of New England Opportunity Grant**

This is a supplemental grant program based on the student's financial need. Students must be full time undergraduates.

#### **CIC Tuition Exchange Program**

The CIC Tuition Exchange Program is a benefit provided to the dependents of staff and faculty of participating CIC Colleges and Universities, who wish to be admitted to an undergraduate program at UNE. Students accepted by UNE for admission into the CIC program will receive a full tuition waiver for up to 4 years of undergraduate study, with the following conditions:

- Each year the student must complete a renewal CIC application from their parents' home institution.
- Each year the student and parent must file the Free Application for Federal Student Aid (FAFSA) and submit all required application materials to the Financial Aid Office.
- Upon acceptance into the CIC Tuition Exchange Program, the student will be ineligible for any institutionally-funded grants and scholarships.

Parents who wish to apply for this benefit should contact their institution's Human Resource Office or CIC Liaison for additional information.

#### **Federal Pell Grant**

Awarded to undergraduate students who do not have a baccalaureate degree and who demonstrate exceptional financial need. There is limited eligibility for students enrolled less than full time.

### **Federal Supplemental Education Opportunity Grant (FSEOG)**

Awarded to undergraduate students who do not have a baccalaureate degree and who demonstrate exceptional financial need. First priority is given to recipients of the Federal Pell Grant. There is limited eligibility for students enrolled less than full time.

### **State Grant Programs**

Several states fund grant programs for undergraduate students who do not have a baccalaureate degree and who demonstrate exceptional financial need. In the past students from all of the New England states, as well as Pennsylvania, Delaware, Maryland, and Michigan have received funds. Students who are selected to receive these awards will receive a notification from their state education agency.

### **Federal Work Study**

This need-based program allows students to work part time while attending classes. Awards are usually based on the minimum wage.

### **Federal Perkins Loan**

This low-interest loan program is available to students demonstrating a certain level of financial need. The interest rate is fixed at 5%, and interest does not begin to accrue until repayment begins nine months after the student leaves the University or drops below half-time enrollment.

### **Nursing Student Loan**

This low-interest loan program is available to nursing students demonstrating a certain level of financial need. The interest rate is fixed at 5%, and interest does not begin to accrue until repayment begins nine months after the student leaves the University or drops below half-time enrollment.

### **Federal Subsidized Stafford Loan**

This variable-interest rate loan program is available to students demonstrating financial need. Interest does not begin to accrue until repayment begins six months after the student leaves the University or drops below half-time enrollment.

### **Federal Unsubsidized Stafford Loan**

This variable-interest rate loan program is available to students who do not demonstrate financial need. Interest begins to accrue once the loan has been disbursed. Repayment begins six months after the student leaves the University or drops below half-time enrollment.

### **Federal PLUS Loan**

This variable-interest rate loan is available to parents of dependent undergraduate students. The parent may borrow an amount up to the student's cost of attendance, minus any other financial aid the student is receiving. Repayment of the loan begins once the loan is fully disbursed.

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## **Undergraduate Programs Administrative Services and Policies**

### **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.
  - c. General elective credit - to encourage additional study in areas of interest and to accumulate credits required for a degree.
2. Satisfactory completion of the course standards and specific requirements in the student's major program. See specific degree/major requirements in this catalog.
3. Fourth (senior) year in residence.
4. Submission, by the student, of a Request for Degree no later than January 15th prior to intended commencement.
5. Satisfaction of all Business Office obligations.
6. Minimum cumulative GPA of 2.0. Higher grade point requirements may apply in certain programs. Refer to departmental and degree/major requirements.

#### *Notes:*

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

- a. Participate in the May commencement prior to his/her last semester (diploma to be issued after completion of studies); or
- b. Participate in the May commencement following his/her last semester.

\* A student might have greater than 6-8 credits if the two courses involve clinical, practicum, or internship study.

Learning Assistance Center and developmental mathematics courses do not carry degree

credits for fulfillment of graduation requirements, with the exception of the courses Peer Tutor Workshop and Peer Tutor Practicum.

### **Petition to Graduate and Receipt of Diploma**

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

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

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

Under some circumstances, documentation of early graduation may be possible for students who complete all of their degree requirements in a semester prior to the planned "Class of ..." ceremony. In these cases the degree will be dated at the end of the semester in which the requirements are completed. Board approval must still be obtained, so all petitions and verifications must be completed in a timely manner. Guidelines for submission of the petition form are as follows:

#### **If graduation is anticipated by the end of:**

Summer Semester  
Fall Semester  
Spring Semester

#### **Submit the petition to graduate by:**

June 30th  
September 30th  
January 15th

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

### **Academic Load**

An undergraduate student's normal academic load ranges from 12 to 18 credit hours during the fall and spring semesters. Students must obtain advisor permission to enroll in 19 or 20 academic credits per semester, and must obtain academic dean's permission to enroll in greater than 20 credits. A student must register for a minimum of 12 credits per semester in order to maintain status as a full-time student. A student attempting more than 18 credits during a semester will be subject to an overload charge at the part-time per credit tuition rate.

### **Registration and Enrollment Confirmation**

Students matriculated in any undergraduate program must be pre-approved 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](#). Returning students can preregister for courses at dates established in the [University's Academic Calendar](#).

Course registration must be confirmed through the Office of the Registrar. This is accomplished only after matriculated students have cleared all other offices on campus, i.e., Student Accounts, Mail Room, Financial Aid, Health Center, Security, or other offices through which arrangements must be made in order to become fully enrolled at the University. On-campus students must confirm their enrollment at the beginning of each semester within certain time lines by methods



identified by registration services. Instructions regarding enrollment confirmation are mailed to each student. Students who do not confirm their registration within the announced time limits are subject to a \$75 late confirmation fee.

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

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

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

### **Classification**

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

Minimum Credits Earned Towards UNE Degree:

<b>Year</b>	<b>Terminology</b>	<b>Credits</b>
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 and 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
A-	3.75
B+	3.50
B	3.00
B-	2.75
C+	2.50
C	2.00
C-	1.75
D	1.00
F	0.00

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

### **Audit Policy**

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

### **Pass/Fail Policy**

Undergraduate students who wish to enroll in a course on a pass/fail basis may do so by notifying the Registrar no later than 15 class days into the given semester on a form provided for this purpose. The decision to take a course pass/fail is final. Note: Students may not elect to take a course that satisfies a core requirement on a pass/fail basis.

Passing represents earned grades of an assigned A through C-. The Registrar will translate the letter grade submitted by the instructor to either pass or fail. Most courses are open to pass/fail enrollment except courses in major fields and English composition and courses satisfying core requirements. Students may register for not more than one course per semester on a pass/fail basis (with the exception of student teaching, field education, LAC 020 Math Basics) not to

exceed eight courses in a degree program. Students in health science programs should consult their departmental requirements for exceptions to the pass/fail policy.

### **Incomplete Policy**

An incomplete (I) grade may be given by the instructor to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. Until changed, the I grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative \*F grade for the course. Some programs have established more restrictive or differing policy regarding incomplete grades. Students should consult the program in which they are enrolled for exceptions to this policy. Once an I grade is removed, academic standing will be updated according to dean's list, good standing or probationary standards.

### **Course Withdrawal Policy**

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

### **Leave of Absence Policy**

A leave of absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the academic dean, program/school director or designate and upon completion of the required [Request for Leave of Absence](#) form available from the respective program/school director, Student Affairs, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on leave of absence tuition credit is found in respective Financial Information sections of this catalog.

*Note: It is the responsibility of the student to contact the office of the appropriate academic dean or program/school director (graduate) or Registrar (undergraduate) to indicate change of plans.*

### **University Withdrawal**

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

### **Repeat Course Policy**

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

### **Course Work at Another Institution**

Matriculated students who wish to transfer college-level course work taken at other institutions

must obtain permission to do so. The student should work closely with his/her advisor regarding this process. [Request for Course Work at Another Institution](#) forms are available in the Registrar's Office (University Campus) or Student Registration and Financial Services Center (Westbrook College Campus). A minimum grade of "C-" must be earned for the course in order for it to be accepted by the University of New England (further restrictions may apply - check with department regarding transfer-back policy).

**Important note regarding transfer credits:** while credits may transfer based on these criteria, grades and/or grade points do not transfer into the student's UNE academic record. Grades for accepted transfer courses are identified on the UNE transcript with a "TR" symbol in the grade column, which denotes credit accepted but no GPA calculation value.

### **Semester and Term Grade Reports**

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

### **Academic Probation and Dismissal**

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

A student on academic probation is ineligible to participate in major extracurricular activities, including intercollegiate athletics, or to serve as officer or director of any student activity.

The minimum cumulative semester-end grade point averages are:

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

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

### **Academic Honors**

#### Dean's List

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

### **Alpha Chi National College Honor Society**

Alpha Chi is a national college honor scholarship society, founded in 1922, with membership limited to third- and fourth-year students enrolled in institutions with Alpha Chi chapters. To be eligible for active membership, a student must be in the top 10 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 grades earned through the semester prior to the semester in which commencement is held. The official record (degree award posted on the transcript) will reflect the full eight semesters (or final semester) of a student's academic record. Some changes may occur between these two dates. Undergraduate degrees will be conferred per the following classifications:

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

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

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

### **Declaration and Change of Major**

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

### **Personal Major**

Personal majors supplement the traditional academic programs of study. Undergraduate students, faculty, and the academic dean work collaboratively to design a program of study that combines core curriculum, departmental requirements, and the student's personal interests and experiences. Samples of personal majors include biological psychology, health sciences, world cultures, or human biology. Students must be in their second year of study and are required to have a minimum 2.50 overall GPA to petition the Dean's Office to plan to develop a [personal major](#) degree plan.

### **Academic Minors**

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

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

### **Student Advising**

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

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

### **Links**

[Undergraduate Admissions](#)

[Undergraduate Student Records and Transcripts](#)

[Undergraduate Financial Aid](#)

[Undergraduate Academic Regulations](#)

[Undergraduate Student Affairs](#)

[Undergraduate Financial Information](#)

### **Notice and Responsibilities Regarding this Catalog**

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

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

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# Catalog 2004-2005

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## **Undergraduate Programs Administrative Services and Policies**

### **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 services for students in all colleges on both campuses including: athletics (men and women) and recreation; Campus Center, Finley Recreation Center and respective fitness programs; Counseling, Career, Disability, and Multicultural Services; Learning Assistance Services; Proctor Center; Housing and Residence Life; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as an over-all campus resource and liaison to other services including, Dining Services, University Health Care, and campus spiritual and cultural life. Programs and services for graduate students are coordinated by Student Affairs Offices on both the University Campus and the Westbrook College Campus. Visit the [Student Affairs website](#).

### **New Student Orientation**

UNE recognizes that embarking on an academic career requires many adjustments. The orientation staff is dedicated to providing an outstanding orientation experience to ensure that both students and their families are comfortable and ready for their UNE experience. Whether a student is new to college life, transferring from another institution, returning after an extended period of time away from school, or returning for an additional degree, our orientation programs will prepare our future graduates for the academic, social, and personal challenges of university life.

UNE offers a variety of orientation sessions throughout the year. All sessions focus on academic assessment for proper course placement, academic advising, and registration for fall courses as well as additional programs that provide new students the opportunity to get to know faculty, staff, and their future classmates in a relaxed and informal setting. During orientation, all new undergraduate and transfer students are assessed for competence in writing and mathematics. Placement scores, SAT scores and a review of each incoming student's previous coursework are considered. Those students who do not meet the University's predetermined criteria are placed into an appropriate developmental mathematics course, Writing Tutorial Course (LAC 010), or both.

### **University Campus- Summer Orientation Opportunities**

Students entering the University Campus may opt for a traditional on-campus orientation session, or for a Trailblazer Orientation experience. Trailblazer is UNE's four-day experiential orientation that, in addition to the academic requirements involved in all orientation sessions, offers students a choice of canoeing, hiking or community-service experience. In addition, the University Campus recognizes that the orientation needs of transfer students (with more than nine credits) are somewhat different, and therefore we host a separate one-day session in August.

## **Westbrook College Campus - Academic Enrichment & Campus Orientation**

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

### **Welcome Back Week**

An equally important part of New Student Orientation for both campuses is our Welcome Back Week. Workshops designed to assist students and their family members with their unique adjustment needs are presented by current students, administration, staff and faculty. Individuals who participate in our Family and Friends Orientation gain a greater understanding of what lies ahead and are comforted by the services UNE offers to ensure success. A separate orientation session is also offered for students enrolled after the summer offerings or who were unable to attend any of the earlier sessions.

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

### **Residence Life and Housing**

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

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

There are a number of housing options for residential students. On the Westbrook College Campus there are three residence halls: Ginn, McDougall, and Linnell Hall. Ginn and McDougall house both undergraduate and a small number of graduate students and Linnell Hall is strictly graduate housing. On the University Campus there are five traditional residence halls: Assisi, Siena, Padua, Avila (historically an all women's hall), Frederick (Freddy), and two new suite-style halls for upperclass students. 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. Visit the [Residence Life and Housing website](#).

### **Student Support Services**

In providing seamless services for students in the areas of psychological and emotional health,



academic support, educational and career planning, and equal opportunities in their educational experience, Student Support Services offers the following resources.

- [Adult Learner Services](#)
  - [Counseling Services](#)
  - [Career Services](#)
  - [Disability Services](#)
  - [Learning Assistance Services including tutoring and ESL](#)
  - [Multicultural/GLBTQ Services](#)
- **Academic Advising:** Students who are conditionally accepted to the University are assigned an academic advisor from Student Support Services. The academic advisor works closely with individual students, assisting them in their transition to college level work and guiding them toward appropriate course offerings and selection of a major field of study.

### **Athletics - 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.

Intercollegiate competitions for men are in basketball, cross country, lacrosse, soccer, and golf. For women competitions are in basketball, cross country, lacrosse, field hockey, soccer, softball, and volleyball. In addition to NCAA membership, UNE also holds membership in the Eastern Collegiate Athletic Conference (ECAC) and the Commonwealth Coast Conference. For more information about the programs available to students on both campuses, contact the Athletic Department Office at the University Campus, extension 2499. Although intercollegiate athletics are available to students on both campuses, practices and games are held on the University Campus only. Visit the [Athletics website](#).

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

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

### **Athletic Training**

A staff of certified trainers and athletic trainer students provide maximum care for athletes throughout the year. Daily on-the-field coverage of practices and games ensures the proper treatment and management of any injuries that may occur. The direct involvement of athletic trainer students provides education and practical experience as they progress through their academic program. Throughout their school years they are given the opportunity to complete the necessary requirements to take Board of Certification Exam. Those who wish to simply gain further understanding of the field of athletic training may do so.

### **Recreational Sports - University 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 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.

Visit the [Recreational Sports website](#).

## **Student Activities, Co-Curricular & Cultural Events and Activities**

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

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

On the University Campus, the Core Connections Program is a lecture and performance series, coordinated by faculty and University administrators, accentuating the undergraduate Core Curriculum. Each year the Core highlights different themes such as: environmental awareness, social/global awareness, critical thinking and problem solving, citizenship, and diversity. Core Connections invites faculty, administration and students from different academic disciplines to learn together. The series strives to empower students to embrace a life of active learning and community involvement.

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

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

Visit the [Westbrook College Campus Student Activities website](#).

Visit the [University Campus Student Activities](#).

## **Campus Center - University Campus**

The Campus Center is a 56,000-square-foot facility that encompasses a student union featuring a large lobby meeting area, the Campus Bookstore, Snack Bar (The Hang) and multipurpose rooms as well as a sports complex and comprehensive fitness facilities. The facility houses the ExCEL program for students promoting fitness, health, leadership training, social and cultural opportunities and other resources. In addition, UNE's BodyWISE community health and fitness program has its home at the Campus Center. Visit the [Campus Center website](#).

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

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center, multi-purpose room and locker room facilities. A wide array of recreation, and wellness activities are sponsored in the facility. Activities include basketball, volleyball, indoor tennis and floor hockey, as well as various classes in body sculpting, stress reduction, yoga, pilates, aerobics, tai chi and more. The gymnasium also hosts several community events, including local high school and AAU basketball games, craft fairs, art fairs, blood drives, concerts and community recreational sporting events. Visit the [Finley Center website](#).

## Student Governance

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

## The Representative Committee

The Representative Committee is a collaborative group that bridges all student levels (undergraduate, graduate, and medical) and student government units within the University of New England. It is made up of representatives from all units of student government and is advised by the dean of students.

## Student Trustee and Student Trustee-Elect Positions

The position of student trustee was created by students and approved by the Board of Trustees in 1996. Subsequently, in order to create an equally accessible resource for student populations on both campuses, the Board approved the addition of a second student trustee position starting in 2004. The positions serve as the means by which students play an integral part in the decision making process at the University of New England. The students holding these positions serve as: (1) full-voting trustees representing the entire student body; (2) communicators of University-wide information to students from the trustees; and (3) community builders, bridging all students from all three colleges. In addition to the student trustee positions, student trustee-elect positions were created. The student trustee-elects will become familiar with the roles and responsibilities of the student trustees in preparation for assuming that position. Visit the [Student Trustee website](#).

## Student Health Services

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 care.

**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. See the [student insurance website](#).

## 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 University Health Care on the Westbrook College Campus (716 Stevens Ave., Portland, ME 04103.) Questions about receipt of forms and compliance with state immunization mandates, titers, acceptability, etc., may be directed to University Health Care, extension 4242. 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 business days after the beginning of classes, students may be disenrolled from courses at UNE.** Immunization forms may be found by clicking here and scrolling down to Immunizations. Visit the [University](#)

## Health Care.

### Community Dental Hygiene Clinic - Westbrook College Campus

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

Services include oral inspections, scaling, x-rays, fluoride treatments, sealant application and counseling for oral care. The clinic operates during the academic year and accepts patients by appointment. Since this is part of a student's educational experience, patients should expect extended appointments two hours in length. For additional information or to schedule an appointment contact the Dental Hygiene Office at extension 4900. Visit the [Dental Hygiene website](#).

### Dining Services

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

### 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 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](#). Visit the [Student Handbook website](#).

### UNE Library and Information Resources

#### Libraries

The Jack S. Ketchum Library on the University Campus (UC) in Biddeford and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus (WCC) in Portland provide all University of New England students, faculty and staff with these services:

- [Libraries homepage](#)
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases and online catalog

- Over 150,000 volumes
- Over 16,000 print and electronic full text journal titles
- DVDs, videos, compact discs, CD-ROMs, and audiocassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserves
- Interlibrary loan and intercampus delivery
- Maine InfoNet and WorldCat
- GPACU libraries on-site borrowing
- Photocopiers and microfilm reader/printers
- Group and individual study space
- A current UNE ID also serves as a UNE Libraries ID

The Ketchum Library was built in 1970 and renovated and enlarged in 1991. The lower level includes the Media Services department, study rooms with data jacks, and the St. Francis Room that is a general purpose meeting room furnished and designed to hold approximately 90 people. Clusters of public access computers, reference and circulating books, reserve materials, and library offices are located on the main level. Journals, circulating books, and study areas are on the upper level. Wireless network access is available throughout the UC Library building.

The Abplanalp Library was renovated in 2001. Journals are located on the lower level. Public access computers are available for use on the main level of the Library and in the 24/7 lab that is located within the Library. Reference materials are located on the main level, and the circulating collection and study areas are located on the upper level. The Library also houses the Maine Women Writers Collection, a special collection containing literary, cultural, social, and health and medical history sources representing more than 500 Maine women writers. Wireless network access is available throughout the WCC Library building as well.

The Libraries' staff includes ten professional librarians and six library technical assistants. In addition, undergraduate and graduate students are hired to assist. Students are welcome to utilize either Library. The UNE Libraries' online catalog, electronic databases, and full-text electronic journals and books are accessible via the Web from on-campus and from off-campus. Remote access is beneficial to all students and faculty, and of particular benefit to distance education students and students on clinical rotations. The UNE Libraries are institutional members of the following local, state and national organizations:

- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- EDUCAUSE, the association for managing and using information sources in higher education
- Greater Portland Alliance of Colleges and Universities (GPACU)
- Health Science Libraries and Information Consortium (HSLIC)
- Medical Library Association (MLA)
- National Network of Libraries of Medicine/New England Region (NNLM/NER)
- New England Library Information Network (NELINET)
- North Atlantic Health Science Libraries (NAHSL)
- Southern Maine Library District (SMLD)

### **Media Services**

Media Services (MS) advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The Department supports both linear and digital editing systems. The University has video conferencing units to communicate between campuses and with other schools and hospitals with such equipment. Department facilities include: live studio production, video, audio, layout, graphics, photo and slide production.

## Information Technology Services

Information Technology Services (ITS) 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 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. An integrated University-wide information system handles all administrative functions, including registration, financial aid, etc.

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

All students attending the University who hold a valid UNE photo ID card have access to the Internet in the computer labs and the libraries on both campuses. Students can access the Internet via wireless or hardwire connections from their laptop computers throughout both campuses.

Web-based e-mail accounts, available through the UNE student Web portal system called Campus Pipeline, are assigned to all matriculating students at the University as part of their Technology Fee. This e-mail account can be accessed from any computer on or off campus that has Internet access.

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. The computer labs and classrooms are open year round and hours are posted outside each facility and can be accessed on the web. UNE computer labs are open for UNE students on a first-come-first-served basis, and are staffed by students when available. Assistance is provided to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computing area; there is no per-page charge at this time.

The UNE Computer Store located in Decary Hall on the UC provides information and pricing for the microcomputer needs of students, staff, and faculty. The University has been able to obtain academic pricing on systems through premium computer manufacturers.

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## Undergraduate Programs Administrative Services and Policies

### Financial Information

#### Undergraduate Tuition and Fees

(Note: Graduate students please refer to [graduate section](#) of this catalog).

Full-Time	Fall 2004	Spring 2005	Total
Tuition	\$10,112.50	\$10,112.50	\$20,225.00
Room and Board**	\$4,077.50	\$4,077.50	\$8,155.00
General Services Fee*	\$690.00		\$690.00
Total Full Time	\$14,880.00	\$14,190.00	\$29,070.00

\*University Campus only (for 2004-2005); General Services Fee for Westbrook College Campus is \$450 for one year.

\*\* Double Occupancy

#### 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 \$725 per credit hour.

**Part-Time Matriculating: \$725 per credit hour.**

#### Deposits and Fees

##### Reservation Deposit

A non refundable \$300 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 \$200 escrow deposit is required for all residential students. This escrow deposit will be held by the University as long as the student is a residential student.

##### Single Room

Single rooms, including suite style in East and West Halls, are available on a first-come first-served basis at an annual cost of \$9,215.

#### General Services Fee

##### (At the University Campus, 2004-2005)

**Undergraduate** - This \$690 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. University Health Care 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.
7. Transcripts.

### **(At the Westbrook College Campus, 2004-2005)**

Undergraduate - This \$450 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. Finley Center gymnasium
4. University Health Care services providing high quality health care services.
5. Transcripts

### **Health Insurance**

Students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. Please refer to the Health Insurance Brochure.

### **Student Malpractice Insurance**

Annual mandatory malpractice insurance for the students involved in clinical training rotations.

Athletic Training, annual, 2nd, 3rd and 4th years	\$70
Dental Hygiene, annual, 2nd, 3rd and 4th years	\$160
Nursing, annual, all students	\$20
Occupational Therapy, annual, 3rd, 4th and 5th years	\$70

### **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 Program and Nursing Program courses have special laboratory fees as well. Please refer to semester course schedules for fee structures.

### **Late Registration**

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

### **Parking Fee**

Students wishing to park a vehicle on campus must purchase a parking permit at the cost of \$50. Unregistered vehicles are charged a \$25 fine per incident.

### **Summer Session**

Courses are open to any student on a direct registration basis. Tuition is \$220 per undergraduate credit. Contact the Office of Continuing Education for more information and course listings.

### **Withdrawal Tuition Refund Policy**

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

### **Tuition Refund**

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

#### **Fall and 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 - 10 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 Office 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 (50 % 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 percent of a double room rate for that semester.

#### **Board (50 % of Room and Board Rate)**

If a student withdraws during the semester, a refund for board charges will be prorated effective 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 Title IV 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 subject to the Withdrawal Tuition Refund Policy. Failure to return on the date agreed will result in a [withdrawal](#) from the University.

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. Room, board, and fees will be subject to regular withdrawal policies.

## 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 the ten month installment plan. They may also arrange to pay by using a combination of these payment arrangements.

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

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

### Option I: Payment by Semester

About June 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 a credit or if pending, as a memo to be deducted from the amount owed on the bill. The balance due is the difference between all charges, credits, and memos. The bill for the spring semester will be sent about December 1 and is due on January 10.

### Option II: Monthly Payment Plans

The UNE Installment Plan (IP) spreads the full year charges over ten months beginning June 1st. This program is administered on behalf of UNE by Academic Management Services (AMS). 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.

### Application Deadline

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

### Late Payment Charge

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

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

### Important Notes

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. 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 or at the Bookstore.

The University offers direct deposit to its students. Students with credit balances can have

the excess funds directly deposited in the bank of their choice. The sign-up form is available on the web at the [HR website](#).

3. The University will not be responsible for the loss of property on- or off-campus although it strives to safeguard students' property on campus.
4. 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.

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## 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 - (1) Environmental Awareness, (2) Social and Global Awareness, (3) Critical Thinking: Human Responses to Problems and Challenges, and (4) 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 *Introduction to Environmental Issues* and a laboratory science course. Students discover science as a process and discuss the role of science and technology in society. The laboratory science course will serve to introduce the scientific method as an approach to knowledge and infuse and include as a significant consideration issues pertaining to Environmental Awareness.

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

The second-year theme, **Social and Global Awareness**, focuses attention on the human experience by means of two year-long courses - Sociocultural Context of Human Development and Human Traditions. A Social/Global Awareness (SGA) course may be taken as an alternative to Sociocultural Context of Human Development I or II or both.

Sociocultural Context of Human Development invites students to explore the human lifespan in cultural, societal, national, and global contexts. In this sequence, students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth. In the Human Traditions courses, they analyze human experience within the traditions of the humanities. Students inquire into the rise and fall of civilizations, study works of art and literature, and examine the philosophical, religious, and economic ideas that shaped ancient cultures and the modern world.

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

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

the core and the major.

**Advanced humanities** courses, taken in the third and fourth year, develop the diverse humanistic perspectives introduced in the Exploration and Human Tradition 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 that will sustain students 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

[Course Descriptions](#)

Subject Area	Credits
First Year Theme: Environmental Awareness <i>Laboratory Science</i>	4
<i>Environmental Issues</i> ENV 100/101 or 104 - Intro to Environmental Issues	3
<i>Humanities Explorations</i> As Identified**	3

*Humanities -or- Social/Behavioral Sciences Explorations*

As Identified**	3
<i>English Composition</i>	
ENG 110 - English Composition	4
<i>Mathematics</i>	
As Identified***	3 or 4

**Second Year Theme: Social and Global Awareness***Sociocultural Experience*

PSY 220 - Soc/Cult Context of Human Dev I	3
PSY 270 - Soc/Cult Context of Human Dev II or Social/Global Awareness Course as Identified**	3

*Human Traditions*

LILE 201 or LILH 201 - Human Traditions*	3
LILE 202 or LILH 202 - Human Traditions*	3

**Third Year Theme: Critical Thinking***Advanced Humanities*

As Identified**	3
Case Study in Critical Thinking Included in courses in Major	

**Fourth Year Theme: Citizenship***Humanities Infusion or Advanced Humanities*

As Identified**	3
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*Citizenship*

CIT 400 - Citizenship Seminar 1	1
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**Once Across the Four Years***Creative Arts Experience*

As Identified**	3
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**Total Credits****42-43**

*Notes: \*Students must take one HT with history/political science designation and one HT with English/philosophy designation. \*\*Students select from identified offerings which vary each year. \*\*\*Quantitative Reasoning, Statistics, Precalculus or higher level math course.*

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## Department of Biological Sciences

[Department Website](#)

### College of Arts and Sciences

Fritz, Lawrence Ph.D., M.S., Rutgers University - Plant Physiology; B.S., SUNY Stony Brook - Biology.	Chair
Angelichio, Michael Ph.D., Tufts University - Philosophy, Microbiology & Molecular Biology; B.S., Pennsylvania State University - Microbiology.	Assistant Professor
Brown, Anne Christine Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology.	Associate Professor
Daly, Frank J. Ph.D., Boston University-Anatomy and Neurobiology; B.S., Stonehill College-Biology.	Assistant Professor
DuDevoir, Deborah Ph.D., Rush University - Immunology/Microbiology; M.S., University of New Hampshire - Entomology; B.A., The King's College - Biology.	Laboratory Instructor
Dutta, Kaushik M.S., University of Arizona - Physiological Sciences; B.A., University of Maine at Farmington - Biology.	Laboratory 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
Fox, Jeri Ph.D., University of Washington-Fisheries Biology; M.S., University of Houston-Marine/Developmental Biology; B.A., University of Tennessee-Biology.	Assistant Professor
Frederich, Markus Ph.D.-Alfred-Wegener Institute for Polar and Marine Research-Germany; M.S.-Technical University of Darmstadt-Germany.	Assistant Professor
Ganter, Geoffrey Ph.D., Boston College-Biology; B.S., Atlantic Union College-Biology.	Assistant Professor
Hunt, James Christopher Ph.D., University of California Los Angeles - Biology; B.S., University of Rochester - Biology-Geology.	Assistant Professor

Lussier, Jennifer B.S., Stonehill College-Biology.	Laboratory Instructor
McDonough, Debra Ph.D., University of Colorado-Molecular, Cellular and Developmental Biology; Massachusetts State Teacher Certification, Wellesley College-Education; B.S., Massachusetts Institute of Technology-Biology.	Assistant Professor
Ono, Kathryn Ph.D., University of California-Davis-Zoology; M.A., University of California-Davis-Zoology; B.A., University of California, Santa Cruz-Biology.	Associate Professor
Orff, Mary E. D.V.M., University of Georgia, College of Veterinary Medicine - Veterinary Medicine.	Visiting Instructor
Samuel, Gilbert Ph.D., University of New Hampshire-Parasitology; M.S., University of Madras-Zoology; B.A., University of Madras-Zoology.	Professor Emeritus
Sandmire, David M.D., University of Wisconsin Medical School; M.A., University of Wisconsin-History of Science and Medicine; B.S., University of Wisconsin-Biochemistry.	Associate Professor
Weston, Rema M.S.-Environmental Studies-California State University; B.S.-Biology/Psychology-University of Maine	Laboratory Coordinator
Yund, Phil Ph.D., Yale University - Biology; Sc.B., Brown University - Aquatic Biology.	Research Associate Professor and Director, Marine Science Center
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.	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 Biological Sciences

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

The department offers bachelor of science degrees in aquaculture and aquarium science, biological sciences, marine biology and medical biology. In addition, it also provides a prescribed course of study designed to prepare students for admission to programs in allopathic or osteopathic medicine,



physician's assistant, dentistry, physical therapy and occupational therapy. An interdisciplinary major in psychobiology is offered through this department and the Department of Psychology.

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

In addition, all programs stress the importance of field opportunities, research experience and experiential learning. The marine-based programs benefit from the University's new Marine Science Education and Research Center, in addition to its ideal coastal setting with the ocean, estuary, freshwater marshes and ponds, major river drainage basins and large lakes just minutes from campus. The department's medically-related programs benefit from interaction with the College of Osteopathic Medicine as well as UNE's graduate programs in physical therapy, occupational therapy and physician assistant.

Students are encouraged to enroll in a variety of internship opportunities including research and at-sea experiences through our affiliate, the Bigelow Laboratories for Ocean Sciences. Students will fulfill requirements for biological science majors by taking courses listed under headings for that specific major. There are also a variety of courses recommended for selection as electives in each degree program. This is to ensure that students, regardless of their major, receive a balanced exposure to major topics in modern biology as they progress through their major field of study. A minimum grade of C- must be achieved in all science and mathematics courses used toward graduation in any of the programs in the Department of Biological Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biological Sciences

### **Transfer Credits for Biology**

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

### **Honors Program**

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

#### **Required Courses**

LSC 475 - Honors Research

#### **Credits**

Variable

### **Topic Requirements**

[Course Descriptions](#)

In each major in biological sciences there are topic area requirements. The following list indicates those courses that can fulfill the various topic area requirements for the different majors.

#### **Ecology**

BIO 326 - Microbial Ecology (Gen, Mar, Med)

- BIO 333 - Evolution (Gen, Med)
- BIO 335 - Animal / Behavioral Ecology (Gen, Mar, Med)
- BIO 350 - Ecology (Gen, Mar, Med)
- BIO 360 - Oceanography (Gen, Med)
- BIO 381 - Limnology (Gen, Mar, Med)

### **Organismal Biology**

- BIO 204 - Parasitology (Gen, Mar, Med)
- BIO 208/9 - Introductory Anatomy and Physiology (Gen)
- BIO 220 - Invertebrate Zoology (Gen, Mar, Med)
- BIO 221 - Principles of Aquaculture (Gen, Med)
- BIO 222 - Techniques of Fin/Shellfish Culture (Gen, Med)
- BIO 223 - Health, Nutrition and Feeding Cultured Organisms (Gen, Med)
- BIO 226 - Microbiology (Gen, Mar, Med)
- BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Gen, Med)
- BIO 250 - Marine Biology (Gen, Med)
- BIO 251 - Plants of New England (Gen, Med)
- BIO 252 - Natural History of Marine Mammals (Gen, Med)
- BIO 302 - Gross Anatomy (Gen, Med)
- BIO 310 - Phycology (Gen, Mar, Med)
- BIO 319 - Ornithology (Gen, Mar, Med)
- BIO 323 - Principles of Aquarium Science (Gen, Med)
- BIO 330 - Comparative Vertebrate Anatomy (Gen, Mar, Med)
- BIO 331 - Biology of Fishes (Gen, Mar, Med)
- BIO 355 - Biology of Marine Mammals (Gen, Mar, Med)
- BIO 401 - Spec Topics: Marine Biology (Gen, Mar, Med)

### **Physiology\* (Cellular Biology)**

- BIO 203 - Histology (Gen, Med)
- BIO 208/9 - Introductory Anatomy and Physiology (Gen)
- BIO 215 - Microtechniques (Gen, Med)
- BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Med)
- BIO 309 - Pathophysiology (Gen)
- BIO 322- Comparative Animal Physiology (Gen, Mar, Med)
- BIO 340 - Embryology (Gen, Med)
- BIO 365 - Immunology (Gen, Med)
- BIO 370 - Cell/Molecular Biology (Gen)
- BIO 402 - Adv Topics: Cardiovascular System (Gen, Med)
- BIO 404 - Neuroscience (Gen, Med)
- BIO 430 - Adv Topics: Molecular Biology (Gen, Med)

#### *Note:*

*BIO 290 or 400-level topics courses may fulfill requirement depending on subject matter*

*Gen - Fulfills general biology requirement (ecology, physiology (cellular) or organismal) - includes psychobiology*

*Mar - Fulfills marine biology requirement (ecology, physiology (cellular) or organismal) - includes aquaculture*

*Med - Fulfills medical biology requirement (BIO200+ or BIO400+) - includes pre-PA and biochemistry double major*

*200- and 400-level course requirements are not met by internship or research*

## Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences

Bachelor of Science in Medical Biology- Pre-Physician Assistant Track

Bachelor of Science in Biological Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology- Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology- Medical Sciences Track

Pre-Health Professions Advisory Committee

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## Department of Biological Sciences

[Department Website](#)

### Aquaculture and Aquarium Sciences

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



[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Courses</b>	<b>41</b>
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	5
BIO 204 - Parasitology	4
BIO 221 - Principles of Aquaculture	3
BIO 222 - Techniques in Finfish and Shellfish Culture	4
BIO 223 - Health, Nutrition and Feeding of Cultured Organisms	4
BIO 225 - Gulf of Maine Seminar	1
BIO 226 - Microbiology	4
BIO 250 - Marine Biology	4
BIO 323 - Principles of Aquarium Operations and Science	4
<b>Topic Areas (to be selected in consultation with advisor)</b>	<b>14</b>
Physiology Topic Area	4
Ecology Topic Area	4
BIO 495 - Internship	6
<b>Required Core Courses</b>	<b>3</b>
ENV 100A-Intro to Environmental Issues	3
<b>Required Science and Mathematics Courses</b>	<b>11</b>
CHE 110 - Chemistry I	4
CHE 111 - Chemistry II	4
MAT 150 - Statistics for Life Sciences	3

<b>Required College of Arts and Sciences Courses</b>	<b>12</b>
BUMG 508 - Mgmt and Business Principles	3
BUMG 509 - Mgmt and Business Application	3
<i>Highly Recommended</i>	
CHE 307 - Quantitative Analysis	5
CITM 100 - Introduction to Microcomputer Software	3
EDU 202 - Curriculum Theory & Design	3
SPC 100 - Effective Public Speaking	3
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

## Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences	Bachelor of Science in Medical Biology- Pre-Physician Assistant Track
Bachelor of Science in Biological Sciences	Bachelor of Science in Psychobiology
Bachelor of Science in Marine Biology	Minors in Biological Sciences
Bachelor of Science in Medical Biology- Health Sciences Track	Internship at Bigelow Lab for Ocean Sciences
Bachelor of Science in Medical Biology- Medical Sciences Track	Pre-Health Professions Advisory Committee

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## Department of Biological Sciences

[Department Website](#)

### 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.

[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Courses</b>	<b>31-32</b>
<i>Biology</i>	
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 200-Genetics	5
<i>Environmental</i>	
ENV 104 - Intro to Environmental Issues	3
BIO 400 - or higher level elective (not satisfied by Internship/Research)	3-4
<i>Topic Areas*</i>	
Physiology topic area	4
Ecology topic area	4
Organismal topic area	4
<i>*Specific topic area courses selected in consultation with academic advisor.</i>	
<b>Required Science and Mathematics Courses:</b>	<b>32</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II <b>or</b> CHE 310 - Introductory Biochemistry	5
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180 - Precalculus	3



*Physics*

PHY 110 - Physics I	4
PHY 111 - Physics II	4
Elective Courses	

**Elective Credit Sufficient for Minimum Total** **120**

**Majors and Minors:**

Bachelor of Science in Aquaculture and Aquarium Sciences	Bachelor of Science in Medical Biology- Pre-Physician Assistant Track
Bachelor of Science in Biological Sciences	Bachelor of Science in Psychobiology
Bachelor of Science in Marine Biology	Minors in Biological Sciences
Bachelor of Science in Medical Biology- Health Sciences Track	Internship at Bigelow Lab for Ocean Sciences
Bachelor of Science in Medical Biology- Medical Sciences Track	Pre-Health Professions Advisory Committee

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## Department of Biological Sciences

### Marine Biology

[Department Website](#)

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.



[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Courses</b>	<b>37</b>
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	5
BIO 225 - Gulf of Maine Seminar	1
BIO 250 - Marine Biology	4
BIO 360 - Oceanography	4
<i>Topic Areas* (to be selected in consultation with advisor)</i>	
Physiology topic area	4
Ecology topic area	4
Organismal topic area	4
<i>Environmental</i>	
ENV 104 - Intro to Environmental Issues	3
<b>Required Science and Mathematics Courses</b>	<b>33</b>
<b>Chemistry</b>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5

CHE 211 - Organic Chemistry II **or** CHE 310 - Introductory Biochemistry 5

### Mathematics

MAT 150 - Statistics for Life Sciences 3

MAT 190 - Calculus I 4

### Physics

PHY 110 - Physics I 4

PHY 111 - Physics II 4

**Elective Credit Sufficient for Minimum Total 120**

## Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences	Bachelor of Science in Medical Biology- Pre-Physician Assistant Track
Bachelor of Science in Biological Sciences	Bachelor of Science in Psychobiology
Bachelor of Science in Marine Biology	Minors in Biological Sciences
Bachelor of Science in Medical Biology- Health Sciences Track	Internship at Bigelow Lab for Ocean Sciences
Bachelor of Science in Medical Biology- Medical Sciences Track	Pre-Health Professions Advisory Committee

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## Department of Biological Sciences

[Department Website](#)

### Medical Biology - Health Sciences Track

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

The health sciences track is ideal for students whose ultimate goal is to apply to stand-alone graduate-level programs in physical therapy, occupational therapy, and related health professional programs. It provides students with a solid foundation in the biological sciences that are pre-requisites for entry into graduate programs. Additionally students in this track are required to complete off-campus internships for college credit (e.g. in hospital, clinical, or laboratory setting).

[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Courses</b>	<b>33-35</b>
<i>Biology</i>	
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 245-Gen Prin of Human Anat, Phys, and Patho I	4
BIO 345-Gen Prin of Human Anat, Phys, and Patho II	5
BIO 404-Neuroscience	4
BIO 200 or higher elective (not satisfied by Internship/Research)	3-4
BIO 400 or higher elective (not satisfied by Internship/Research)	3-4
<i>Biological Sciences Internship</i>	
BIO 495-Biological Sciences Internship	3
<i>Environmental</i>	
ENV 104 - Intro to Environmental Issues	3
<b>Required College of Arts and Sciences Courses</b>	<b>28</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180 - Precalculus	3

*Physics*

PHY 110 - Physics I	4
PHY 111 - Physics II	4

*Social Sciences*

PSY 105-Introduction to Psychology	3
PSY 205-Abnormal Psychology	3

**Elective Credit Sufficient for Minimum Total** **120**

**Highly Recommended Courses**

CHE 210 - Organic Chemistry I	5
CHE 310 - Introductory Biochemistry	5

**Majors and Minors:**

Bachelor of Science in Aquaculture and Aquarium Sciences	Bachelor of Science in Medical Biology- Pre-Physician Assistant Track
Bachelor of Science in Biological Sciences	Bachelor of Science in Psychobiology
Bachelor of Science in Marine Biology	Minors in Biological Sciences
Bachelor of Science in Medical Biology- Health Sciences Track	Internship at Bigelow Lab for Ocean Sciences
Bachelor of Science in Medical Biology- Medical Sciences Track	Pre-Health Professions Advisory Committee

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## Department of Biological Sciences

[Department Website](#)

### Medical Biology - Medical Sciences Track

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

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

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

[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Courses</b>	<b>34-36</b>
<i>Biology</i>	
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 200-Genetics	5
BIO 245-Gen Prin of Human Anat, Phys, and Patho I	4
BIO 345-Gen Prin of Human Anat, Phys, and Patho II	5
BIO 370-Cell Biology	3
BIO 200 or higher elective (not satisfied by Internship/Research)	3-4
BIO 400 or higher elective (not satisfied by Internship/Research)	3-4
<i>Environmental</i>	
ENV 104 - Intro to Environmental Issues	3
<b>Required Science and Mathematics Courses:</b>	<b>37</b>

*Chemistry*

CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 310-Introductory Biochemistry	5

*Mathematics*

MAT 150-Statistics for Life Sciences	3
MAT 180 - Precalculus	3

*Physics*

PHY 110 - Physics I	4
PHY 111 - Physics II	4
Elective Courses	

**Elective Credit Sufficient for Minimum Total****120**

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

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

Qualified CAS undergraduate students who wish to become a doctor of osteopathy (D.O), may apply for early admission to the College of Osteopathic Medicine at the University of New England following their third year. This "3-4 Program" allows mature, qualified CAS students to complete an undergraduate degree and doctor of osteopathy degree in seven years. The program is for students admitted to CAS in the medical sciences track in the medical biology major. Recommended policy and procedures for this program follow:

- Complete admission requirements of the College of Osteopathic Medicine of the University of New England (see the COM Catalog medical college admission requirements.)
- Complete CAS graduation requirements for both the medical sciences track in the medical biology major and the CAS Core Curriculum.
- Successful completion of the first year of COM courses for which 30 hours of credit will be awarded towards meeting the undergraduate degree.
- Seventy-five percent or 90 credit hours of the total required credit hours for a baccalaureate degree must be completed prior to matriculation in COM.
- 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 the fall semester 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 Program students who fulfill requirements as described are assured of receiving full consideration by the Admissions Committee for admission to COM.
- Students are encouraged to take the MCAT in April of their second year.
- During their first year at COM, 3-4 Program 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's Office 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.

## Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences

Bachelor of Science in Medical Biology- Pre-Physician Assistant Track

Bachelor of Science in Biological Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology- Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology- Medical Sciences Track

Pre-Health Professions Advisory Committee

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## Department of Biological Sciences

[Department Website](#)

### Medical Biology - Pre-Physician Assistant Track

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



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

[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Courses</b>	<b>34-36</b>
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	5
BIO 245 - Gen Prin of Human Anat, Phys, and Patho I	4
BIO 345 - Gen Prin of Human Anat, Phys, and Patho II	5
BIO 370 - Cell Biology	3
BIO 200 or higher elective (not satisfied by Internship/Research)	3-4
BIO 400 or higher elective (not satisfied by Internship/Research)	3-4
<i>Environmental</i>	
ENV 104 - Intro to Environmental Issues	3
<b>Required College of Arts and Sciences Courses</b>	<b>32</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4

CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 310 - Introductory Biochemistry <b>or</b> CHE 211 - Organic Chemistry	5
<i>Mathematics</i>	
MAT 150 - Statistics for Life Sciences	3
MAT 180 - Precalculus	3
<i>Physics</i>	
PHY 110 - Physics I	4
PHY 111 - Physics II	4
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

An accelerated version of this track offers selected students the opportunity to enroll in the University of New England's master's-level Physician Assistant Program one year early (i.e. after their third undergraduate year).

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

This five-year educational track is designed to combine a medical biology-pre-physician assistant track baccalaureate degree, master of science degree, and physician assistant certificate. The program has two components.

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

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

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

1. Completed Physician Assistant Program application form including a personal statement which describes:
  - a. Your understanding of the role of the physician assistant and the key issues in your life which have influenced your decision to become a PA.
  - b. Your perception of the major health care issues facing our society today and how, as a PA, you intend to contribute to their resolution.
  - c. How these contributions relate to the UNE Physician Assistant Program's mission.
2. A completed academic self-report form.
3. Student copies of applicant's transcript(s) indicating completion of undergraduate and/or graduate degree(s) from accredited colleges or universities (if applicable), or satisfactory completion of at least 90 credits that include the necessary prerequisite course work.
4. Three letters of reference on University of New England Physician Assistant Program reference forms submitted by the evaluator to the Graduate Admissions Office.
5. Official transcript(s) must be sent directly from issuing institution(s) to UNE's Graduate Admissions Office.
6. Official GRE results which must be sent directly from the testing service to UNE's Graduate Admissions Office.

Students must have maintained a GPA of 3.30 in all natural science courses and an overall GPA

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

Enrollment in the accelerated pre-physician assistant 3-2 track does not guarantee admission into the Master of Science - Physician Assistant Program. In the event a student does not proceed into the master's level program, it is the student's responsibility to plan for timely completion of the medical biology-pre-physician assistant track baccalaureate program.

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

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

## Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences

Bachelor of Science in Medical Biology- Pre-Physician Assistant Track

Bachelor of Science in Biological Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology- Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology- Medical Sciences Track

Pre-Health Professions Advisory Committee

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## Department of Biological Sciences

[Department Website](#)

### Minors in Biological Sciences

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

**Biology Minor:** A biology minor requires 6 (additional) biology courses, including the introductory biology series (BIO 100/101 or BIO 104). For a DBS major, this means the biology minor requires an additional 4-5 biology courses, totalling 12 biology courses between the major and minor. No single course meets two area requirements. The minor must include specific courses focused in one of the following areas:

**A Marine Biology Minor:** marine biology, one ecology topic and two organismal courses.

**A Biology Minor:** one organismal, one ecology and one cell/physiology and one other BIO course.

**A Medical Biology Minor:** cell biology, APP-1 and APP-2 and one other BIO course.

**An Animal Studies Minor:** comparative physiology, animal behavior and two organismal courses.



### Resources

#### Pre-Health Professions Advisory Committee

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

#### Internship at Bigelow Laboratory for Ocean Sciences

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

### Majors and Minors:

[Bachelor of Science in Aquaculture and Aquarium Sciences](#)

[Bachelor of Science in Medical Biology- Pre-Physician Assistant Track](#)

Bachelor of Science in Biological Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology-Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology-Medical Sciences Track

Pre-Health Professions Advisory Committee

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## Bachelor of Science in Psychobiology

[Department Website](#)

### Psychobiology Major

The Department of Psychology in conjunction with the Department of Biological Sciences offers a major in psychobiology. This course of study focuses on the behavior of animals. Courses in the major will be taught by members of both departments and will explore both the biological and psychological bases of animal and human behavior. The major offers a choice of focus of comparative/ethology or behavioral neuroscience.

**Comparative/Ethology** - this major is designed to be an observational/behavioral concept. Students will learn to collect data as to the actions of organisms, and to evaluate this data from a behavioral/ecological/ethological/evolutionary perspective. A comparative/ethology psychobiology major can lead to employment in aquariums or zoos, education, wildlife conservation, research laboratories, or to further graduate training.

-or-

**Behavioral Neuroscience** - this major is designed as a physiological/behavioral concept. Students will learn to collect data as to the actions of organisms and to evaluate this data as to the correlates between behavior and physiological mechanisms. A behavioral neuroscience psychobiology major can lead to employment in pharmaceutical labs, biotechnology, zoos, aquariums, industry, education, medical or veterinary training, or to further graduate training.

### Curriculum

[Course Descriptions](#)

The basic core requirements will be centered on the following for both the C/E and BN specialties with only the chemistry requirement differing. The divergence will occur in differences in further core requirements and choice of electives. A minimum grade of C- must be achieved in all courses used to fulfill the requirements for the psychobiology major.

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

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Basic Core Courses</b>	<b>33-40</b>
PSY 105 - Introduction to Psychology	3
BIO 100 - Biology I	4
BIO 101 - Biology II	4
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
BIO 322 - Comp. Animal Physiology <b>or</b>	4
BIO 245 - GenPrinAnat/Phys/Pathophys <b>and</b>	4
BIO 345 - GenPrinAnat/Phys/Pathophys	5
PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b>	4
PSY 335 - Comparative Animal Behavior	3

PSY 425 - Advanced Experimental lab course	3
PSY 495 - Psychobiology Internship/Research <b>or</b> BIO 495 - Advanced Biological Internship	3-8

Major Requirements in Focus Area (see below)

<b>Psychobiology Focus Areas (select C/E or BN):</b>	<b>C/E</b>
<b>Comparative/Ethology (C/E)</b>	<b>19-26</b>
BIO xxx - Organismal Topic*	3-4
CHE 130 - Principles of Chemistry	4
PSY 362 - Animal Cognition	3
PSY 380 - Learning and Memory	3
PBO electives (see below)	6-12

*\*Organismal Topics Include: BIO 250 Marine Biology; BIO 252 Natural History of Marine Mammals; BIO 319 Ornithology; BIO 330 Comparative Vertebrate Anatomy; BIO 331 Biology of Fishes; BIO 355 Biology of Marine Mammals; PSY 402 Spec Topics Psychobiology.*

<b>Behavioral Neuroscience (BN)</b>	<b>BN</b>
	<b>24-25</b>
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry	5
CHE 310 - Biochemistry	5
PSY 490 - Behavioral Neuroscience	3
PBO electives (see below)	3-4

### **Elective Credit Sufficient for Minimum Total 120**

*The choice of a specialty, within the psychobiology major, of either (a) comparative/ethology or (b) behavioral neuroscience is governed by the core requirements and by the choice of psychobiology electives. Three electives are required for the comparative/ethology focus if the internship is 3-4 credits. If the internship is 5-8 credits, then only 2 electives are required. For behavioral neuroscience, the requirement is 1 elective. Any courses listed that are part of the core requirements for one focus are then electives for the other focus. Further organismal topics may also be used as electives. Other courses may be applied as electives with the approval of the psychobiology program coordinator.*

### **Electives within Psychobiology (\*\*recommended for C/E; \*\*\*recommended for BN)**

BIO 200 - Genetics ***	5
BIO 295 - Biological Internship ** ***	3-4
PSY 440 - Sensation and Perception ** ***	3
PHY 110/PHY 111 - Physics ***	4-8
ANT 101 - Anthropology ** ***	3
PSY 406 - Spec Topics in Psychobiology **	3
BIO 333 - Evolution ** ***	3
PSY 245 - Evolutionary Psychology ** ***	3
PSY 290 - Introductory Experimental Lab in Psychobiology	3

### **Minor is Psychobiology**

<b>Minor in Psychobiology</b>	<b>Credits</b>
-------------------------------	----------------

<b>Minor</b>	<b>18-21</b>
PSY 105 - Introduction to Psychology	3
PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b> PSY 335 - Comparative Animal Behavior	4 3
BIO xxx - One Organismal Topic (see above)	3-4
Psychobiology Elective (see above)	3-4
PSY 380 - Learning and Memory	3

### **Programs:**

<a href="#">Bachelor of Arts in Psychology</a>	<a href="#">Minor in Psychology</a>
<a href="#">Bachelor of Science in Psychobiology</a>	<a href="#">Minor in Psychobiology</a>
<a href="#">Bachelor of Arts in Psychology and Social Relations</a>	<a href="#">Minor in Social Relations</a>

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## Department of Business Administration

[Department Website](#)

### College of Arts and Sciences

Breyley, James (Chair) Ph.D., Arizona State University; M.S., Colorado State University; B.A., Northwestern University	Associate Professor
Habraken, Joseph W. M.A., The American University; B.A., B.S. Kent State University; Microsoft Certified Professional; Cisco Certified Network Associate.	Assistant Professor
Leach, Thomas M.B.A., Eastern Michigan University; B.A., Michigan State University- Business Administration	Associate Professor
Miree, Lucia F. Ph.D., Florida State University; M.P.H., Boston University; M.S., Florida State University; B.A., Auburn University.	Professor

### Program Goals

The goals of the Department of Business Administration are to provide competent, supportive faculty and to offer relevant curricula that will help prepare students to cope with and thrive in an ever-changing world. More specifically, the department strives:

- to prepare students for ethically and socially responsible roles in business and society;
- to develop in students the ability to recognize, analyze, and solve problems;
- to help students achieve their personal and career goals; and
- to prepare students for entry-level positions in either the private or public sector and/or to prepare students for coursework at the graduate level.

### Curriculum Goals

The bachelor of science degree in business administration is designed to supplement the University's liberal arts core curriculum. In particular, its goals are:

- to facilitate students' acquisition of a basic business knowledge base in the functional areas of business including, but not limited to, accounting, business law, economics, finance, management, and marketing;
- to facilitate students' acquisition of technical skills and competencies in computer information systems and quantitative techniques;
- to provide professional job search and experience;
- to facilitate students' ability to integrate their knowledge of the functional areas of

business with their technical skills and competencies and their professional experiences and to apply that knowledge and those skills.

All majors must complete the University Core Curriculum requirements. Those requirements comprise 42-43 semester hours of credit and must include ENG 110, English Composition, and MAT 120, Statistics.

Business majors are required to complete department core requirements. Those requirements comprise 48 semester hours of credit, 45 of which consist of 15 courses designed to provide a theoretical understanding of the functional areas of business and knowledge that will be of personal as well as professional use.

The department core requirements also include three semester hours of internship credit. The internship typically is completed during the fourth year of study. Students, through a faculty advising process, are linked to local businesses and then engage in projects that are related to their business interests. Internships provide the students with valuable job search, business networking, and professional job experience prior to graduation.



In addition to the department core requirements, business majors must complete an additional 15 semester hours of credit in business courses. In order to enable students to customize their programs to better suit their interests and needs, they may choose any five business courses not otherwise included in the department core requirements. *Student field trip to American Tool Company*

Finally, business majors must complete 15 semester hours of elective credit. These may comprise any courses of their choosing. Department of Business Administration faculty are committed to assisting students in synthesizing business theory and practice. This is accomplished through the use of case study analysis, field trips to operating companies, guest lecturers, and experiential exercises. By using a variety of techniques, course content attempts to challenge the students' analytical skills and further attempts to develop student abilities to deal with "real life" business issues and situations. Throughout the business degree curriculum, the ideals of social responsibility and stakeholder responsibility are incorporated. Additionally, business students are encouraged to participate in University-sponsored activities that promote community involvement.

### Curricula Goals – Minors

The Department also offers minors in business administration and computer information technology management. The goals of the minor in **business administration** are:

- to familiarize students with the functional areas of accounting, management, and marketing;
- to prepare students for additional coursework in any or all of those functional areas.

The overall goal of the minor in **computer information technology management** is to familiarize students with information technology and principles of data communication. In particular, the minor is designed:

- to provide students with literacy in information systems and computer technology;
- to provide students with a working knowledge of operating systems, computer hardware, networking, Web design, and software programming.

### Faculty

Department of Business Administration faculty come from a variety of academic and business settings. Each is academically qualified in one or more functional areas of business, and all have significant experience in a number of different business settings, large and small, public, and non-profit.

The efforts of the department's full-time faculty are supplemented by qualified and carefully selected adjunct faculty. Their selection is predicated on both academic credentials and business experience. They are selected to teach courses that fit within their respective expertise. Their contemporary views on how to apply current business theories in today's workplace provide a very valuable dimension to the students' undergraduate business education experience.

[Course Descriptions](#)

### **Bachelor of Science - Business Administration**

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements (Liberal Arts)</b>	<b>42-43</b>
Includes ENG 110 English Composition	4
Includes MAT 120 Statistics	3
<b>Department Core Requirements (Business)</b>	<b>48</b>
BUAC 201 - Financial Accounting	3
BUAC 203 - Management Accounting	3
BUEC 203 - Macroeconomics	3
BUEC 204 - Microeconomics	3
BUEC elective from	3
BUEC 370 - Money, Credit and Banking	
BUEC 380 - Economic Development of the United States	
BUEC 390 - Environmental Economics	
BUFI 315 - Financial Management	3
BUFI 402 - Personal Finance	3
BUMG 200 - Management	3
BUMG 326 - Business Law I	3
BUMG 327 - Business Law II	3
BUMG 335 - International Business	3
BUMG 495A - Internship	3
BUMG 498 - Administrative Policy and Strategy	3
BUMK 200 - Marketing	3
CITM 100 - Introduction to Microcomputer Software	3
MAT 110 - Quantitative Reasoning	3
<b>Business Elective Requirements</b>	<b>15</b>
<i>Choose ANY FIVE of the following courses:*</i>	
BUEC 370 - Money, Credit and Banking	
BUEC 380 - Economic Development of the United States	
BUEC 390 - Environmental Economics	
BUFI 321 - Investment Management	
BUFI 370 - Risk Management	
BUMG 210 - Communication Dynamics in Organizations	
BUMG 301 - Organizational Behavior	
BUMG 302 - Human Resource Management	
BUMG 311 - Business and Society Relations	
BUMG 312 - Entrepreneurship/Small Business Management	
BUMG 328 - Employment Law	
BUMG 360 - Leadership	
BUMG 400 - Management Seminar	
BUMG 495B - Internship in Business Administration	
BUMK 301 - Services Marketing	
BUMK 310 - Advertising	

BUMK 325 - Sport Marketing  
 BUMK 400 - Marketing Seminar  
 BUMK 405 - Sales Management

**Unrestricted Electives** **15**

**Elective Credit Sufficient for Minimum Total** **120**

\*Students may substitute one non-Business course. Prior approval of the Chair, Department of Business Administration, is required.

### Minor - Business Administration

**Minor in Business Administration** **18**

BUAC 201 - Financial Accounting	3
BUMK 200 - Marketing	3
BUMG 200 - Management	3
Business Electives	9

### Minor - Computer Information Technology Management

**Minor - Computer Information Technology Management** **21**

CITM 100 - Introduction to Microcomputer Applications	3
CITM 201 - Introduction to Information Technology	3
CITM 202 - Computer Networking Fundamentals	3
CITM 301 - Network Operating Systems	3
CITM 302 - Fundamentals of Web Design	3
CITM 303 - Introduction to Programming	3
CITM 305 - Database Management	3

### Academic Requirements

Students must maintain a cumulative grade point average (GPA) of 2.0 in all courses taken. In addition, Department of Business Administration majors and minors must earn at least a C- in all Department courses taken.

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## Department of Chemistry and Physics

[Department Website](#)

### College of Arts and Sciences

Mullin, Jerome (Chair) Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.	Professor
Bilotta, Paul M.S., University of Tennessee- Analytical Chemistry; B.S. Merrimack College – Chemistry.	Laboratory Instructor
Callahan, Dan (Laboratory Coordinator) M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.	Lecturer
Deveau, Amy Ph.D., University of Virginia-Chemistry; B.S., Stonehill College- Chemistry.	Assistant Professor
Nash, Clinton Scott Ph.D., M.S., The Ohio State University-Physical Chemistry; B.A., Ohio Wesleyan University-Chemistry.	Assistant Professor
Sweezy, Mark Ph.D., University of Vermont- Microbiology and Molecular Genetics; B.A., Western State College of Colorado- Biology.	Assistant Professor
Vesenka, James Ph.D., University of California, Davis-Physics; M.S., University of California, Davis-Physics; B.A., Clark University-Physics/Chemistry.	Associate Professor

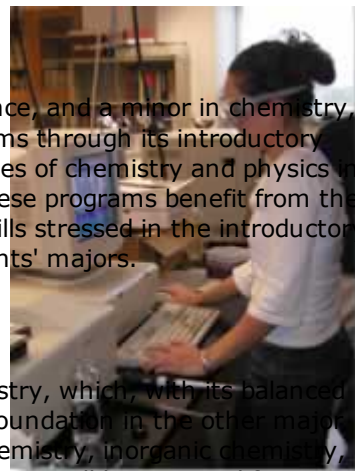
### Department of Chemistry and Physics

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

Physics, too, is the study of matter and energy, viewed from a different perspective. To understand living systems and the

universe in which we live requires an understanding of the chemical and physical principles that operate within them.

In addition to offering majors in biochemistry and laboratory science, 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 roles of chemistry and physics in the biological, environmental, and health sciences, students in these programs benefit from the conceptual, quantitative, problem-solving, and communication skills stressed in the introductory courses, which form the foundation for later courses in the students' majors.



### Biochemistry Major

The department offers the bachelor of science degree in biochemistry, which, with its balanced curriculum, assures that each student will achieve a substantial foundation in the other major chemical subdisciplines, including analytical chemistry, organic chemistry, inorganic chemistry, and physical chemistry. With appropriate choice of courses, graduates will be prepared for entry into graduate programs in chemistry, biochemistry, medicine, dentistry, veterinary medicine, and many other fields that rely on chemistry as a fundamental science. Students wishing to enter the job market immediately after completion of their degree program have available to them a wide range of career opportunities in both the public and private sectors. Graduates will be especially well-prepared for entry-level positions in the rapidly growing biotechnology industry.

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

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

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

### Biochemistry Curriculum

[Course Descriptions](#)

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Core Courses</b>	<b>62-66</b>
BIO 104 - General Biology <b>or</b> BIO 100/101 - Biology I and II	4-8
BIO 200 - Genetics	5
BIO 370 - Cell and Molecular Biology	3
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 307 - Quantitative Analysis	5
CHE 327 - Applied Physical Chemistry	3
CHE 350 - Biochemistry I: Proteins	5
CHE 351 - Biochemistry II: Metabolism and Bioenergetics	3
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
PHY 110 - Physics I	4
PHY 111 - 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*

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

**Elective Credit Sufficient for Minimum Total** **120****Laboratory Science**

The laboratory science major is designed to satisfy the course requirements for students who wish to obtain positions in any number of scientific laboratory settings, including areas such as biotechnology, quality testing, or clinical laboratories.

Upon satisfactory completion of the degree program (with careful selection of electives), LS graduates wishing to become medical technologists will be well-prepared for acceptance into accredited hospital internship programs in medical technology.

Upon successful completion of both the LS curriculum and internship components, the student becomes eligible to take the National Registry examinations given by the American Society of Clinical Pathologists (ASCP) and the National Certification Agency (NCA) for Medical Laboratory Personnel. Medical technologists (aka clinical laboratory scientists) are individuals who are able to perform technical, supervisory, and teaching responsibilities in a clinical laboratory. Recent LS graduates have been successful in pursuing careers in industry and post-baccalaureate graduate studies.

**Laboratory Science Curriculum**

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Required Program Core Courses</b>	<b>59-63</b>
BIO 104 - General Biology <b>or</b> BIO 100/101 - Biology I and II	4-8
BIO 200 - Genetics	5
BIO 226 - Microbiology	4
BIO 260 - Immunology	4
BIO 370 - Cell and Molecular Biology	3
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 307 - Quantitative Analysis	5
CHE 309 - Intro to Instrumental Analysis	4
CHE 310 - Fundamentals of Biochemistry	5
MAT 190 - Calculus	4
PHY 110 - Physics I	4

**Additional Required Program Courses\*** **12-14**

*\*Minimum of three courses selected from the following.*

BIO 203 - Histology	4
BIO 204 - Parasitology	4
BIO 245 - Gen Prin of Human Anat, Phys and Path I	4
BIO 345 - Gen Prin of Human Anat, Phys and Path II	5
CHE 211 - Organic Chemistry II	5
PHY 111 - Physics II	4

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

### Recommended Courses

BIO 330 - Comparative Vertebrate Anatomy (if BIO 245/345 not selected)	4
MAT 150 - Statistics for Life Sciences	4
MAT 195 - Calculus II	4

### Chemistry Minor

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

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## Department of Creative and Fine Arts

[Department Website](#)

### College of Arts and Sciences

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

Assistant Professor

Gregg, Sarah  
M.F.A., Maine College of Art; M.A.T., Tufts University; B.A., Wittenberg University, Painting, Art History.

Assistant Professor

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



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

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

### Bachelor of Art Education

[Course Descriptions](#)

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>42-43</b>
ART 100 - Drawing I	3
ART 104 - Painting I	3
ART 106 - Two-Dimensional Design	3
ART 113 - Sculpture I	3
ART 114 - Printmaking	3
ART 117 - History and Techniques of Art Criticism	3
ART 200 - Drawing II	3
ART 210 - Art History Survey I	3
ART 211 - Art History Survey II	3

ART 260 - Renaissance and Baroque Art <b>or</b> ART 270 - Art in the Modern World	3
Art Elective	3
A minimum of 6 semester hours in one visual arts discipline beyond the introductory level.	6

**Required Education Courses**

EDU 105 - Intro to Schools	2
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 441 - Methods of Art Education	3
EDU 487 - Practicum	2
EDU 492 - Secondary Education Internship and Seminar	15

**Elective Credit Sufficient for Minimum Total** **120**

**Minor**

A student in another department may, with the permission of the Department of Creative and Fine Arts, take a minor within the department upon completion of 18 credits of coursework.

<b>Program/Degree Area</b>	<b>Credits</b>
ART 100 - Drawing I	3
ART 101 - Watercolor <b>or</b> ART 104 - Painting I	3
ART 106 - Two-Dimensional Design	3
ART 113 - Sculpture I	3
ART 210 - Art History Survey I <b>or</b> ART 211 - Art History Survey II	3
Fine Art Elective	3

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## Department of Dental Hygiene

[Department Website](#)

### College of Health Professions

Mills, Bernice, R.D.H. Director, M.S., University of Southern Maine; B.S. Indiana University; A.S., Westbrook College.	Associate Professor
Beaulieu, Ellen Glidden, R.D.H. Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii; A.S., Forsyth School for Dental Hygienists.	Professor
Collard, Ruth Brown, R.D.H. B.S., University of Minnesota.	Clinical Instructor
Dufour, Lisa A., R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College.	Professor
Dunfey, Eileen, R.D.H. B.A., University of New Hampshire; A.S., Westbrook College	Clinical Instructor
Harmer-Beem, Marji, R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College.	Assistant Professor
Krause, Laura E., D.D.S. D.D.S., University of Missouri-Kansas City; B.S., University of Kansas.	Assistant Professor
Queen, Heather, R.D.H. B.S., A.S., University of New England.	Clinical Instructor
Walsh, Jane J.D., University of Southern Maine Law School; B.S., University of Southern Maine Orono.	Assistant Professor

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

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

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

### Entrance Requirements

1. A high school diploma or the equivalent with a better-than-average achievement record in a college preparatory program including: chemistry (must include laboratory); biology

(must include laboratory); mathematics (two mathematics courses - algebra required, geometry preferred); English (three years required - four years preferred).

2. Academic transcripts must reflect an overall high school grade point average of 2.5, in addition to a GPA of 2.5 in all science and math courses. College GPA will be considered only if applicant has completed at least 15 semester hours.
3. Scholastic Achievement Test (SAT) scores must be submitted.
4. A health record must be submitted which indicates specific findings regarding applicant's complete physical exam.
5. Documentation of 20 hours of observation of a dental hygienist is required, prior to enrollment.

## Associate in Science

## Course Descriptions

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>35</b>
BIO 208 - Anatomy and 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 Exploration	3
SPC 100 - Speech-Exploration	3
PSY 220 - Sociocultural Context of Human Devel I	3
PSY 270 - Sociocultural Context of Human Devel II	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.*

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

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

## Bachelor of Science in Dental Hygiene

The bachelor of science degree program builds upon the knowledge obtained at the associate level with core curriculum courses in the arts and sciences and upper division courses in dental hygiene, management, health care, science or psychology. In addition, students have the

opportunity to engage in the College of Health Professions' innovative Integrated, Interdisciplinary Health and Healing Initiative. This program 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 the 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 Dental Hygiene Bachelor of Science 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.

### Curriculum Requirements for Bachelor of Science- Dental Hygiene

[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>57</b>
BIO 208 - Anatomy and Physiology I*	4
BIO 209 - Anatomy and Physiology II*	4
BIO 226 - Microbiology*	4
LILE 201 or LILH 201 - Human Traditions	3
LILE 202 or LILH 202 - Human Traditions	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 Exploration	3
SPC 100 - Speech-Exploration	3
Advanced Humanities (2 courses)	6
MAT 120 - Statistics	3
PSY 220 - Sociocultural Context of Human Devel I	3
PSY 270 - Sociocultural Context of Human Devel II	3
General Elective	3
<i>*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.</i>	
<b>Major Courses</b>	<b>63</b>
DEN 101 - Dental Anat, Oral Histology, and Embryology	3
DEN 102 - Head and Neck Anatomy	3
DEN 210 - Nutrition	3
DEN 211 - Clinical Dental Hygiene I	4
DEN 212 - Clinical Dental Hygiene II	4
DEN 213 - Radiology	3
DEN 217 - Preservation of Tooth Structure	3
DEN 221 - Concepts of Community Health	3
DEN 301 - Advanced Clinical Dental Hygiene I	5

DEN 302 - Advanced Clinical Dental Hygiene II	5
DEN 305 - General and Oral Pathology	3
DEN 308 - Dental Pharmacology	3
DEN 330 - Periodontology	3
DEN 340 - Clinical Periodontology for Dent Hygienists	3
DEN 436 - Seminar: Curr Concepts in Dental Hygiene I	3
DEN 437 - Seminar: Curr Concepts in Dental Hygiene II	3
DEN 470 - Dental Hygiene Internship	3
Professional Electives	3
Integrated, Interdisciplinary Health and Healing Course	3

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.

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## Department of Education

[Department Website](#)

### College of Arts and Sciences

Hillman, Susan J. (Chair) Ph.D., Indiana University-Curriculum and Instruction; B.S., University of Maine at Orono-Elementary Education.	Associate Professor
Bacheller, Dorathy (Director of Clinical and Field Experiences) Ph.D., Kennedy Western University and The State University of New York (Empire State Program); 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.	Clinical Assistant Professor
Beaudoin, Michael Ed.D., University of Massachusetts, Amherst; M.A. The American University School for International Service; B.S., University of Maine - Sociology.	Professor
Christman, Gwendolyn M.Ed., Notre Dame College (Manchester, NH) - Curriculum and Instruction; M.Ed., Lesley College (Cambridge, MA) - Technology in Education; University of New England - Teacher Certification Program (TCP); B.S. University of Southern Maine - Communications; A.S. University of Southern Maine - Business Administration and Management; A.S. Westbrook College - Fashion Merchandising/Retailing.	Regional Coordinator, Project Seed
Hylton, Jaime 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.	Professor
Juniewicz, Kit 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.	Assistant Professor
Knapp, Robert S.T.D., University of St. Thomas (Rome, Italy)-Theology; M.S. Fordham University-Education; B.A. St. John's University, Boston- Philosophy.	Director, Master of Science Education through Distance Learning
Rothermel, Daniel Ph.D., University of New Hampshire - Reading & Writing Instruction; M.S., Arizona State University - Physical Education; M.A., Arizona State University - Elementary Education; B.A., Arizona State University - Elementary Education.	Associate Professor

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

Assistant Professor

### **Mission of the Department of Education**

The mission of the Department of Education is to develop - through research, service, and innovative teaching - reflective teachers and school leaders who are competent and caring lifelong learners.

### **Program Offerings**

The Department of Education offers six programs:

#### **(1) Undergraduate Elementary Education Program**

Students complete a four-year curriculum leading to a bachelor of science degree in elementary education and earn Maine certification to teach in grades K - 8.



#### **(2) Bachelors degree in Educational Studies (does not lead to certification)**

Majors in the areas of physical sciences, life sciences, social studies, mathematics, English, business can obtain secondary education certification to teach grades 7-12, or, in the case of art and foreign language can become certified to teach K-12 in that respective area.

#### **(3) Post-Baccalaureate Teacher Certification Program**

Individuals who already hold the baccalaureate degree can complete the necessary professional education courses to be eligible for state certification in grades K-8, or secondary certification (grades 7-12) in selected subject areas.

#### **(4) Master of Science in Education through Distance Learning Program**

Experienced teachers may pursue a master of science in education through this distance learning program.

#### **(5) Certificate of Advanced Graduate Study (CAGS) Degree Program in Educational Leadership**

School professionals may take this on-line program to obtain a school administrator license.

#### **(6) Instructional Video Courses Program (IVC)**

Certified teachers may take this graduate-level professional development courses through distance learning.

For further details on the graduate programs, please consult the [graduate section](#) of this catalog.

### **Continuous Discovery**

The faculty in the department are committed to provide 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 the teacher certification programs are expected to develop competencies based upon the ten standards for Maine teacher certification. Additionally, all graduates of UNE's teacher certification programs will demonstrate the ability to help students achieve the Maine Learning Results.

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[General Information for Undergraduate Programs and TCP](#)

[Bachelor of Science Program in Elementary Education](#)



[Secondary Certification \(To teach in grades 7-12\)](#)

[Post Baccalaureate Teacher Certification Program \(TCP\)](#)

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## Department of Education

[Department Website](#)

### General Information for Undergraduate Programs and TCP

#### A. Suitability for Teaching

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

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

#### B. Admission to Advanced Standing and Program Continuance

Undergraduate students wishing to pursue teacher certification will be reviewed for admission to advanced standing when s/he has completed approximately 60 credit hours. Advanced standing is earned by achieving minimums of a 3.0 cumulative grade point average in professional education courses and a 2.5 cumulative grade point average in all courses.

All professional education courses must be passed with a "C" or better. Once accepted into a certification program, candidates must maintain a 3.0 professional education cumulative grade point average to remain in the program. Students receiving a grade below a "C" in any education course must retake the course until at least a "C" is attained. 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).

Students whose grade-point average or grades are below the designated minimum must improve their grade-point average or grades before continuing in education courses.

Students must pass the Praxis I Pre-professional Skills Tests (PPST) or the Praxis I Computer-Based Test (CBT) using the state of Maine minimum scores. At the 60-credit review, undergraduate students must show evidence of passing Praxis I. Undergraduate transfer students who bring in more than 60 transfer credits have up to one year to pass Praxis I or before the internship application deadline, whichever comes first. TCP students must show evidence of passing Praxis I before the internship application deadline. If Praxis I is not passed at

the time of these deadlines, no further certification courses may be taken and if a student is at the point of internship, the application will not be accepted which automatically restricts the student from participating in the internship the following semester.

Students may obtain PPST registration information from the Department of Education office or from the [Educational Testing Service website](#).

### **C. Field Experiences**

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 certification. All students engaged in teacher preparation should expect to spend time in a field setting in each of the semesters for which they are registered for professional education courses. Involvement in the schools will be connected to specific, course-related tasks (e.g., observation, the teaching of lessons, conducting of experiments, administration of assessments, etc.) The actual number of hours spent in the school setting will depend upon the number and nature of the courses in which students are involved. Transportation to and from schools is the responsibility of the student.

### **D. Internship**

#### **D1. Eligibility to apply to the Internship**

Admission to the internship is not guaranteed. In order to be considered for the internship, a minimum cumulative grade point average of 3.0 for all professional education courses must be earned. All three sections of Praxis I Pre-professional Skills Test (PPST) also must be passed before an internship application will be accepted.

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

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

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

#### **D2.Placement in the Internship**

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

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

The University, at its discretion, will not place students in internship settings (1) where an intern's children or relatives are enrolled or (2) where a spouse or relative of an intern is currently employed.

#### **D3. Professional Educator Review Board (PERB)**

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

as UNE faculty.

#### **D4. End-of-Program Celebration Ceremony**

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

#### **E. Transfer Policies**

Go to the Department of Education Program Offerings for more information.

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## Department of Education, Undergraduate Programs

[Department Website](#)

### I. Bachelor of Science Program in Elementary Education (Kindergarten to grade 8)

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, and science background to prepare them for the subjects they ultimately will teach. At least half of the undergraduate program (60 credits) must be in the liberal arts and sciences.

Excellence demands a thorough understanding of human development and the learning process; consequently, the curriculum includes courses examining all aspects of physical, cognitive, psychosocial, and moral development and their relationship to the learning process.

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

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



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

#### IA. Program Approval

The Elementary Education Program is approved by the Maine Department of Education and meets documented state standards for grade K-8.

*\*Note: State requirements can change over time, which can affect curriculum requirements of students. Please check with your advisor to obtain any updates.*

#### IB. Curriculum Requirements for Bachelor of Science - Elementary Education

[Course Descriptions](#)

**Program/Degree Area**

**Credits**

**University Core Requirements  
Professional Core Requirements**

**42-43**

<i>Education Courses</i>	57-64
EDU 105 - Introduction to Schools*	2
EDU 133 - American Education*	3
EDU 202 - Curriculum Theory & Design*	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 330 - Educational Psychology and Developmentally Appropriate Practices	3
EDU 345 - Technology in the Classroom	3
EDU 361 - Teaching Social Studies in Elementary School*	3
EDU 367 - Teaching Science in Elementary School*	3
EDU 373 - Teaching Elementary School Mathematics*	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 480 - Working with Families and Communities*	2
EDU 487 - Practicum*	2
EDU 490 - Elementary Education Internship and Seminar*	15

*English*

ENG 370 - Children's Literature	3
---------------------------------	---

*Mathematics*

Two college-level mathematics courses (above the 100 level), one of which must be MAT 130 - Math for Elementary School Teachers	6-8
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**Electives\*\*****Elective Credit Sufficient for Minimum Total 120**

*Note: An asterisk (\*) following the course title indicates a [field experience requirement](#).*

*\*\*Note: State of Maine Teacher Certification regulations requires 60 liberal arts & science credits taken from the following areas: the Sciences, English, History, Mathematics, Political Science, Sociology, Psychology, or Philosophy (PHI limited to 6 credits).*

**IC. Suggested Professional Education Course Sequence for Elementary Certification****First Year**

EDU 105 - Introduction to Schools\* - Fall  
EDU 133 - American Education\* - Spring

**Second Year**

EDU 202 - Curriculum Theory & Design\* - Fall  
EDU 209 - Creative Arts in Learning\* - Spring  
EDU 217 - Teaching Reading\* - Fall  
EDU 220 - Exceptionality in the Classroom - Fall or Spring  
MAT 130 - Math for Elementary Teachers - Spring

**Third Year**

EDU 320 - Language Arts\* - Spring  
EDU 330 - Educational Psychology & Developmentally Appropriate Practices - Fall  
EDU 345 - Technology in the Classroom - Fall or Spring  
EDU 361 - Teaching Social Studies in Elementary Schools\* - Spring  
EDU 367 - Teaching Science in Elementary Schools\* - Fall  
EDU 373 - Teaching Elementary School Mathematics\* - Spring

**Fourth Year**

EDU 430 - Educational Assessment and Evaluation - Fall

EDU 487 - Practicum\* - Fall

EDU 480 - Working with Families and Communities\* - Fall

EDU 490- Elementary Education Internship and Seminar\*

*Note: Courses in which an asterisk (\*) follows the title indicates a [field experience requirement](#).*

**II. B.S. Degree in Educational Studies**

A student in the undergraduate program in elementary or secondary education may elect to have a bachelor's degree in education without certification. In this case, the internship is not a part of the program.

**III. Secondary Certification (grades 7-12)**

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

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

**IIIA. Admission to the Secondary Certification Program**

Undergraduate students seeking certification in Maine to teach in grades 7 through 12 must make formal application to the Department of Education. Application forms may be obtained from the major advisor or from the Coordinator of Secondary Education. At the time of admission, an applicant must have a minimum cumulative grade point average of 2.5 and a content teaching field cumulative average of 3.0. All courses counted in the content teaching field must be passed with a "B" or better. Once accepted into the Secondary Certification Program, candidates must maintain a 3.0 professional education cumulative grade point average and a 3.0 content teaching field grade point average to remain in the program. Candidates must pass all professional education courses with a "C" or better. Students receiving a grade below "C" in any education course must retake the course until at least a "C" is attained.

**IIIB. Professional Education Curriculum Requirements for Secondary Certification (Undergraduate students)**[Course Descriptions](#)

<b>Department Courses (Education)</b>	<b>40</b>
EDU 105 - Introduction to Schools*	2
EDU 133 - American Education*	3
EDU 202 - Curriculum Theory and Design*	3
EDU 330 - Educational Psychology and Developmentally Appropriate Practices or PSY 270 - Sociocultural Context H.D. II	3
EDU 345 - Technology in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 487 - Practicum*	2-9
<i>The appropriate one of the following:</i>	3
EDU 436 - Methods Teaching Secondary Ed: English*/Language Arts or	
EDU 437 - Methods Teaching Secondary Ed: Science* or	

EDU 438 - Methods Teaching Sec Ed: Social Studies\* **or**

EDU 439 - Methods Teaching Sec. Ed: Mathematics\*

EDU 441 - Art Education Methods\* **or**

EDU 492 - Secondary Internship and Seminar\*

15

*Note: An asterisk (\*) following the courses title indicates a [field experience requirement](#).*

#### **IV. 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 submit a letter requesting a waiver and upon review may be conditionally admitted. Transfer courses being used to satisfy professional education requirements must have been completed with a "B" grade or better. Course syllabi will be used to ensure equivalency with a UNE course.

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

[Mission/General Requirements](#)

[General Information for Undergraduate Programs and TCP](#)

[Bachelor of Science Program in Elementary Education](#)

[Secondary Certification \(To teach in grades 7-12\)](#)

[Post Baccalaureate Teacher Certification Program \(TCP\)](#)

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## Department of Education

[Department Website](#)

### Post-Baccalaureate Teacher Certification Program (TCP)

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

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

#### A. Eligibility Requirements for Admission to the TCP Program

1. A completed application form; letters of reference; personal essay; and official transcripts from all institutions (including UNE) indicating capacity for course work and potential for teaching.
2. A completed transcript analysis from the Maine Department of Education.
3. A minimum cumulative grade point average of 2.5 and a minimum cumulative grade point average of 3.0 in the secondary level teaching content area.

#### B. Post Admission Performance Expectations

1. Students must complete all course work at UNE with a cumulative grade point average of 3.0 with no course grade below a "C". Secondary certification students also must have a 3.0 in the subject major in which they are seeking certification.
2. All students will be required to take EDU 202, Curriculum Theory & Design, and at least two additional UNE professional education courses, regardless of previous course work in education at another institution.
3. All content major and professional education course work must be completed prior to the internship.
4. No professional courses may be taken Pass/Fail.
5. TCP students must show evidence of passing Praxis I Pre-professional Skills Test (PPST) or the Praxis I Computer-Based Test (CBT) before the internship application deadline. If Praxis I is not passed at the time of this deadline, the application will not be accepted which automatically restricts the student from participating in the internship the following semester. Students may obtain registration information from the Department of Education office or from the [Educational Testing Service](#).

#### C. Curriculum for Elementary Certification 45 Credits

[Course Descriptions](#)

<b>Content Area/Course</b>	<b>Credits</b>
EDU 202/502 - Curriculum Theory & Design*	3
EDU 217/517 - Teaching Reading*	3
EDU 220/510 - Exceptionality in the Classroom	3
EDU 330/549 - Educational Psychology and Developmentally Appropriate Practices	3
EDU 361/561 - Teach Social Studies in Elementary School*	3
EDU 367/567 - Teaching Science in Elementary School*	3
EDU 373/573 - Teach Elementary School Mathematics*	3
EDU 320/520 - Language Arts*	3
EDU 345/545 - Technology in the Classroom	3
EDU 430/530 - Educational Assessment and Evaluation	3
EDU 490 - Elementary Ed Internship and Seminar*	15

*Note: Asterisk (\*) following the course title indicates a [field experience requirement](#).*

#### **D. Curriculum for Secondary Certification 36 Credits**

[Course Descriptions](#)

<b>Content Area/Course</b>	<b>Credits</b>
EDU 133/533 - American Education*	3
EDU 202/502 - Curriculum Theory & Design*	3
EDU 220/510 - Exceptionality in the Classroom	3
EDU 330/549 - Educational Psychology and Developmentally Appropriate Practices	
EDU 345/545 - Technology in the Classroom	3
EDU 430/530 - Education Assessment and Evaluation	3
Select one appropriate methods course from the following list:	3
EDU 436/536 - Teaching Secondary English*	
EDU 437/537 - Teaching Secondary Science*	
EDU 438/538 - Teaching Secondary Social Studies*	
EDU 439/539 - Teaching Secondary Math*	
EDU 441/541 - Methods of Art Education*	
EDU 492 - Secondary Internship and Seminar*	15

#### **E. The Student Teaching Internship and Seminar**

The internship is a 15-week, full-time experience that includes regularly scheduled seminars on campus. The internship is 15 credits. Students should not undertake additional responsibilities such as a part-time job during this time period. Additionally, an application for internship is required in the semester prior to the internship. Notice of the calendar of deadlines for paperwork and registration is available from your advisor and posted on bulletin boards on both campuses.

Protocol describing the requirements for admission to the internship semester and placement in the internship are the same as for the undergraduate program.

#### **F. Students Wishing to Combine Graduate Study With Their Teacher Certification Program**

Students who are matriculated in the post-baccalaureate Teacher Certification Program (TCP) and who would like to continue at UNE to pursue the Master of Science in Education (M.S.Ed.) degree may wish to take some of their course work for graduate credit.

1. Courses must be at the graduate (500 or higher) level.

2. Courses already taken at the baccalaureate or post-baccalaureate level and for which undergraduate credit was awarded cannot be retroactively assigned graduate credit.

[Mission/General Requirements](#)

[General Information for Undergraduate Programs and TCP](#)

[Bachelor of Science Program in Elementary Education](#)

[Secondary Certification \(To teach in grades 7-12\)](#)

[Post Baccalaureate Teacher Certification Program \(TCP\)](#)

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## Department of English

[Department Website](#)

### College of Arts and Sciences

Majid, Anouar (Chair)

Professor

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

Anderson, Matthew

Assistant Professor

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

Frank, Cathrine

Assistant Professor

Ph.D., George Washington University - English Literature; M.A., University of Cincinnati - English Literature; B.A., Wake Forest University.

Mahoney, Joseph

Associate Professor

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

McHugh, Susan

Assistant Professor

Ph.D.-English-Purdue University; M.A.-English-University of Massachusetts; B.A.-English-University of Massachusetts

Tuttle, Jennifer

Assistant Professor

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

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

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

### Bachelor of Arts in English

[Course Descriptions](#)

#### Program/Degree Area

#### Credits

**Core Curriculum Requirements**

**42-43**

**English Major Requirements**

**24**

ENG 115 - British Literature I

3

ENG 116 - British Literature II	3
ENG 206 - Introduction to Literary Theory and Criticism	3
ENG 200 - American Literature I	3
ENG 201 - American Literature II	3
ENG 329 - Topics in World Literature	3
ENG 405 - Topics in Postcolonial Literature	3
Elective	3
Major Electives Required	12
Elective Courses	
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

### Minor in English

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

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## Department of Environmental Studies

### College of Arts and Sciences

[Department Website](#)

Grumbling, Vernon Owen (Chair)

Professor

Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British and American Literature; B.A., St. Vincent College-English.

Carter, Jacque (Dean, College of Arts and Sciences)

Professor

Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.

Feurt, Christine

Coordinator, Center for Sustainable Communities

M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.

Lemons, John

Professor

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

Morgan, Pamela

Associate Professor

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

Peterson, Richard

Assistant Professor

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

Saboski, Eleanor

Associate Professor

Ph.D., University of Hawaii-Botanical Sciences; M.S., B.S., State University of New York at Albany-Biology.

Simon, Cynthia

Internship Coordinator

M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.

### Department of Environmental Studies (DES) Mission Statement

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

discovery, critical thinking, and debate that characterizes the study of environmental issues in the world.

### **Introduction to the Programs**

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



The means by which we achieve these educational objectives is through our core of environmental courses and through courses that help each of our students develop a personal philosophy as well as prepare for their career goals.

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

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

### **Interdisciplinary and Active Education**

The department maintains a firm commitment to interdisciplinary education on the assumption that dealing with environmental questions requires thinking in a variety of ways of knowing that include many academic disciplines. DES core courses utilize concepts and facts drawn from basic sciences as well as the humanities and the social sciences. Upper division courses may be rooted in literature, anthropology, economics, biology, political science, and ecology.

### **The Green Learning Community**

All entering first-year environmental students participate in a two-semester-long learning community focused on the fundamental themes of environmental studies. The learning community reflects an interdisciplinary approach to education and awards 8 credits for biology, 3 credits for literature, 3 credits for environmental studies and 2 credits for an integrating seminar experience for a total of 16 credits over two semesters. This integrative approach enables students to more clearly understand the relationships between environmental issues, biology and humanities in a way that improves their communication, critical thinking and writing skills. A

variety of experiential learning activities are planned. Students will have the opportunity to work with instructors in determining some course content and methods of instruction. The learning community fulfills requirements for Biology I and II (BIO 100/101), Introduction to Environmental Issues (ENV 100/101), Literature, Nature and Biology (LIT 121/122), and Introduction to Environmental Studies I and II (ENV 150/151). Offered yearly.

### Internships

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

### Honors Program

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

### Major Programs

The two majors - environmental science and environmental studies - share a common core experience to which is added courses appropriate for each program of study.

The **environmental science major** is for students who prefer to emphasize the scientific aspects of environmental questions. 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. 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.

The **environmental studies major** is designed for students primarily interested in the humanistic and socio-political aspects of environmental questions, while at the same time providing a foundation in the sciences. In addition it is possible for students to add a second major or a minor in political science, history, English, or sociology.

### Bachelor of Science - Environmental Science

[Course Descriptions](#)

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>42-43</b>
Environmental Core	
ENV 100, 101 - Introduction to Environmental Issues ( <i>Fulfills University Core Requirement</i> )	3
ENV 150, 151 - Introduction to Environmental Studies	2
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
ENV 220L - Conservation and Preservation Lab	2
ENV 300 - Environmental Ethics	3
ENV 380 - Environmental Case Studies <b>-or-</b> ENV 375 - Environmental Impacts	3-4
ENV 395 or ENV 495 - Internship	3-9
ENV 398 or ENV 399 - Advanced Topics in Environmental Issues	3-4

### Required Humanities Exploration



LIT 121, 122 - Exploration: Literature, Nature and Biology 3  
 (Fulfills University Core Requirement)

### Required Science and Mathematics Courses

Biology  
 BIO 100 - Biology I (Fulfills University Core Requirement) 4  
 BIO 101 - Biology II 4  
 BIO 350 - Ecology 4

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

Geology  
 ENV 230 - Environmental Geology with Lab 4

Mathematics  
 MAT 150 - Statistics for Life Sciences 3

### Required Science Electives 12

In addition to the CORE environmental requirements, environmental science majors will take 12 hours of upper-division (300-400-Level) science electives offered by the Department of Environmental Studies, and from the following list of courses offered by the Departments of Biological Sciences, and Chemistry/Physics:

BIO 200 - Genetics  
 BIO 220 - Invertebrate Zoology  
 BIO 221 - Principles of Aquaculture  
 BIO 224 - Remote Sensing & GIS  
 BIO 225 - Gulf of Maine Seminar  
 BIO 250 - Marine Biology  
 BIO 251 - Plants of New England  
 BIO 252 - Natural History Marine Mammals  
 BIO 290 - Biological Topics/Dir Studies  
 BIO 310 - Phycology  
 BIO 319 - Ornithology  
 BIO 322- Comparative Animal Physiology  
 BIO 331 - Biology of Fishes  
 BIO 333 - Evolution  
 BIO 335 - Animal Behavior/Behav Ecology  
 BIO 355 - Biology of Marine Mammals  
 BIO 360 - Oceanography  
 BIO 381 - Limnology  
 BIO 420 - Topics in Marine Biology  
 BIO 450 - Topics in Biology  
 BIO 460 - Topics in Environmental Biology  
 CHE 210 - Organic Chemistry I  
 CHE 211 - Organic Chemistry II  
 CHE 300 - Topics in Chemistry  
 CHE 307 - Quantitative Analysis  
 CHE 309 - Intro to Instrumental Analysis  
 ENV 310 - Risk Assessment  
 ENV 320 - Epidemiology  
 ENV 350 - Water Quality

ENV 399 & 399L- Indigenous Ecology, Conservation Biology, and The Politics of Knowledge

ENV 399 & 399L - Wetland Conservation and Ecology

PHY 110 - General Physics I

PHY 111 - General Physics II

PSY 365 - Biological Bases of Behavior

**Elective Credit Sufficient for Minimum Total**

**120**

**Bachelor of Science - Environmental Studies**

**Program/Degree Area**

**Credits**

**University Core Requirements**

**42-43**

**Environmental Core**

ENV 100, 101 - Introduction to Environmental Issues ( <i>Fulfills University Core Requirement</i> )	3
ENV 150, 151 - Introduction to Environmental Studies	2
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
ENV 220L - Conservation and Preservation Lab	2
ENV 300 - Environmental Ethics	3
ENV 380 - Environmental Case Studies -or- ENV 375 - Environmental Impacts	3-4
ENV 395 or ENV 495 - Internship	3-9
ENV 398 or ENV 399 - Advanced Topics in Environmental Issues	3-4

**Required Humanities Exploration**

LIT 121, 122 - Exploration: Literature, Nature and Biology ( <i>Fulfills University Core Requirement</i> )	3
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**Required Science and Mathematics Courses**

<b>Biology</b>	
BIO 100 - Biology I ( <i>Fulfills University Core Requirement</i> )	4
BIO 101 - Biology II	4
BIO 350 - Ecology	4
<b>Chemistry</b>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
<b>Mathematics</b>	
MAT 150 - Statistics for Life Sciences	3

**Environmental Studies Major - Additional Requirements**

**Upper Division Electives**

**15**

In addition to the Core environmental requirements, environmental studies majors will take 15 credits of designated upper division (300 & 400 Level) electives in environmental studies. To take upper division electives students must have third- or fourth-year standing, or obtain permission of the instructor.

DES Majors who take a second major (double major) in a humanities or social science discipline can petition to meet this requirement by taking appropriate courses from the second department. Students wishing to meet this

requirement by taking other CAS courses that contain significant environmental material may petition the department to do so.

### **Elective Credit Sufficient for Minimum Total**

**120**

### **Teaching Certification**

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

### **Environmental Minors**

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

#### **Environmental Health Minor**

Environmental health is a disciplinary branch of public health in which the environment of humans is studied in order to reach an understanding of the health condition of humans. One goal of this minor is to prepare students for employment or graduate study in environmental health. To help accomplish this goal, students must complete the core of environmental courses listed below, as well as 3 additional health-related courses that are selected in consultation with an advisor and that help to prepare them for an internship of up to nine credits with an institution or company that will provide training in practical methods and tools in solving environmental health problems. The Graduate Certificate in Public Health Program offered at UNE affords undergraduate students the opportunity to take a graduate-level course if they meet the GPA requirement and seats are available.

#### **Environmental Studies Minor**

Any student may achieve a minor in environmental studies by accumulating a minimum of 18 or 19 credit hours in the following courses:

<b>Program/Degree Area</b>	<b>Credits</b>
ENV 100/101 or ENV 104 - Introduction to Environmental Issues	3
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
ENV 300 - Environmental Ethics	3
ENV 380 - Environmental Case Studies -or- ENV 375 - Environmental Impacts	3-4

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## Department of Exercise and Sport Performance

[Department Website](#)

### College of Arts and Sciences

LaRue, Richard J. (Chair, Coordinator of Sport Management Program) D.P.E., Springfield College; M.S., Springfield College-Movement Sciences; B.A., University of Northern Iowa-Teaching: Physical Education and Health.	Associate Professor
Bachelder, Brian (Director of Athletic Training Education Program) M.S., University of Maine at Orono-Exercise Science; B.S., University of Maine at Orono-Physical Education; Certified Athletic Trainer.	Assistant Professor
Garbe, Kathie (Coordinator of Exercise and Health Promotion Program) Ph.D., Texas Woman's University-Health Sciences; M.S., Illinois State University-Health Education; B.S. University of Wisconsin, Lacrosse-Physical Education and Health Education; Certified Health Education Specialist.	Assistant Professor
Lamarre, Wayne (Clinical Education Coordinator, Athletic Training Education) M.Ed., Vermont College of Norwich University-Curriculum and Instruction in Higher Education; B.S., Central Connecticut State University; Certified Athletic Trainer.	Assistant Professor
Potter, Angela M.Ed., University of Maine-Kinesiology and Physical Education; B.S., University of New England-Athletic Training and Exercise Science.	Clinical Educator/Assistant Athletic Trainer
Towne, Benjamin M. M.A., Western Michigan University-Physical Education: Athletic Training; B.S. Lyndon State College-Athletic Training; Certified Athletic Trainer.	Clinical Educator/Assistant Athletic Trainer
<b>Approved Clinical Instructors</b>	
Cook, Matt B.S., University of New England-Health Science; Certified Athletic Trainer.	Head Athletic Trainer at Thornton Academy
Fecteau, Paul B.S., University of New England - Physical Therapy; Physical Therapist; Certified Athletic Trainer.	Physical Therapist at the University Health Center
Lucas, Ryan B.S., University of Southern Maine - Athletic Training; Certified Athletic Trainer.	Head Athletic Trainer at Biddeford High School
McKenzie, Audrey B.S. Marietta College, Athletic Training; Certified Athletic Trainer.	Head Athletic Trainer at Portland High School

Rizzo, Christopher S.  
M.S. Indiana State University- Athletic Training; B.A. Hartwick-Psychology;  
Certified Athletic Trainer; Certified Strength and Conditioning Specialist.

Head Athletic  
Trainer at UNE

### Program Goals

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



### Curriculum Goals

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

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

### The Supporting Faculty

The faculty in the Department of Exercise and Sport Performance of the University of New England bring a particular strength to the programs: they all have sound academic preparation and have strong professional and applied experience in their fields of specialization. The department's faculty members have worked in multiple settings, including (but not limited to): college/university athletic programs, public school athletic programs, YMCA programs, day and residential sport and recreational camps, club sport programs, corporate fitness programs, and teaching/consulting in domestic and international educational programs. They pride themselves on bringing over 90 years of both teaching and work experience to the learning environment, thereby facilitating the application of curriculum content to actual individual, team, and organizational settings.

### The Degree Programs

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

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

All degree curricula for the above majors consist of three parts: (1) arts and sciences core requirements; (2) science or business foundation requirements; (3) major requirements.

[Bachelor of Science in Athletic Training Education](#)

[Bachelor of Science in Exercise and Health Promotion](#)

[Bachelor of Science in Sport Management](#)

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## I. Bachelor of Science in Athletic Training Education

This degree program is designed for students who want to work to improve individual and team wellness and health. The curriculum in this program combines the study of anatomy and other health-related sciences with the art of preventing, managing, and rehabilitating athletic and orthopedic injuries. Students are provided with a thorough understanding of the effects of sport and sport-related injuries on the individual performer through a series of classroom (didactic) and field (clinical) experiences both on- and off-campus.

The curriculum for athletic training education is provided below:

[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>College of Arts and Sciences Core Requirements</b>	<b>42-43</b>
includes MAT 120 or MAT 150 - Statistics*	3
<i>*prerequisite for SPT 420 Research Methods</i>	
<b>Major Requirements (Science Foundation)</b>	<b>23</b>
BIO 245 - Gen. Prin. Anat., Phys and Patho. I	4
BIO 345 - Gen. Prin. Anat., Phys and Patho. II	5
CHE 130 - Principles of Chemistry	4
PHY 110 - General Physics I	4
PSY 105 - Introduction to Psychology	3
MAT 180 - Precalculus**	3
<i>**Prerequisite for PHY 110 - Physics I</i>	
<b>Athletic Training Education Major Requirements</b>	<b>60</b>
SPT 101 - Sport and Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
SPT 420 - Research Methods	3
EXS 130 - Motor Development	3
EXS 210 - Fundamentals of Nutrition and Exercise	3
EXS 310 - Kinesiology and Biomechanics	3
EXS 320 - Exercise Physiology	3
ATC 100 - Introduction to Athletic Training	1
ATC 101 - Injury Prevention and Risk Management	3
ATC 150 - Acute Care of Injury and Illness	2
ATC 299A/B - Clinical Experiences 1 and 2	4
ATC 399A/B - Clinical Experiences 3 and 4	4
ATC 499A/B - Clinical Experiences 5 and 6	4
ATC 302 - Assessment of Athletic Injury I	3
ATC 304 - Assessment of Athletic Injury II	3
ATC 333 - Gross Anatomy	3
ATC 430 - Therapeutic Modalities	3



ATC 440 - Therapeutic Exercise	3
ATC 450 - Medical Aspects of Sport	3
ATC 480 - Admin of Athletic Training Programs	3

**Elective Credit Sufficient for Minimum Total 125**

### **Athletic Training Education: Professional Component Academic Policies**

The professional portion of the Athletic Training Education Program covers the last six semesters of the program. The curriculum in this program combines the study of anatomy and other health-related sciences with study in the prevention, care, and rehabilitation of injuries in physically active people. Classroom, laboratory, and clinical experiences are provided. The clinical education sites are selected to provide a broad base of experience in a variety of allied health care settings.

### **Athletic Training Education - Admission Requirements-Professional Program**

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

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

1. Minimum cumulative UNE GPA of 2.0.
2. Completion of ATC 100, and ATC 150 with a minimum grade point of 2.0.
3. Completion of a minimum of 30 observational clinical hours (ATC 100) under the direct supervision of a UNE-approved clinical instructor.
4. Successful completion of yearly OSHA-required safety training.
5. Regular attendance at Athletic Training Program meetings and presentations.
6. Completion of the program application and formal interview with the program director of athletic training education and faculty (ATEP).
7. Compliance with the Technical Standards of the Athletic Training Education Program (ATEP) (see below).
8. Fulfillment of the health requirements as outlined in the Athletic Training Student Handbook. This includes the completion of the University Immunization Questionnaire, physical exam, health history, and submission to UNE of proof of health insurance.
9. All students transferring into the athletic training education major must complete the ATEP admission requirements and complete the entire professional portion of the program.

### **Athletic Training Education Program: Technical Standards for Admission - Professional Program**

The Athletic Training Educational Program at the University of New England is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem

solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situation.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Educational Program will be required to certify with the ATEP medical director that they have read, understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Please see the [Office of Students with Disabilities](#) for more information.

### **Athletic Training Education - Retention and Progression Requirements:**

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

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the science foundation of the athletic training education major requirements.
3. Grade point of 2.0 or better in each athletic training education major required course with the ATC, EXS, or SPT prefix. Students who receive a grade point below a 2.0 in an athletic training education major required course with an ATC, EXS, or SPT prefix will be placed on clinical education suspension. They must repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Minimum cumulative GPA of 2.5 in athletic training education required courses (ATC/EXS/SPT prefix).
5. Proof of successful progress toward the mastery of the clinical proficiencies and the completion of assigned clinical rotations (see: Athletic Training Student Handbook for definition of successful progress), in compliance with the requirements and guidelines of the National Athletic Trainers' Association Board of Certification.
6. Students who fail to demonstrate appropriate professional abilities and attributes will be subject to clinical education suspension. (See Student Program Handbook for details.)  
Clinical education rotation suspension status: students failing to fulfill any of the above requirements will be removed from the clinical education rotation portion of the program until the deficiency is remedied. The student shall receive written notice of the suspension and possible methods of remediation from the program director. Upon successful completion of remediation the student will be notified by the program director in writing and removed from suspension.
7. Any student appealing a decision, or requesting a waiver or exception, should appeal to the program director. If a solution is not reached that is satisfactory to both parties, the student or other party should contact the chairperson of the Department of Exercise and Sport Performance to request a formal review.
8. Other appeals should follow the process outlined in the UNE Student Handbook.

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

[Bachelor of Science in Athletic Training Education](#)

[Bachelor of Science in Exercise and Health Promotion](#)

[Bachelor of Science in Sport Management](#)

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## II. Bachelor of Science in Exercise and Health Promotion

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



The curriculum for exercise and health promotion is provided below:

### Program/Degree Area

[Course Descriptions](#)

### Credits

#### College of Arts and Sciences Core Requirements

**42-43**

MAT 120 or MAT 150 - Statistics\*

3

\*prerequisite for SPT 420 Research Methods

Major Requirements (Science Foundation)

23

BIO 245 - Gen. Prin. Anat., Phys and Patho. I

4

BIO 345 - Gen. Prin. Anat., Phys and Patho. II

5

CHE 130 - Principles of Chemistry

4

PHY 110 - General Physics I

4

PSY 105 - Introduction to Psychology

3

MAT 180 - Precalculus\*\*

3

\*\*Prerequisite for PHY 110 - Physics I

#### Exercise and Health Promotion Major Requirements

**56**

SPT 101 - Sport and Fitness in Society

3

SPT 120 - Personal Health and Wellness

3

EXS 130 - Motor Development

3

EXS 160 - Introduction to EHP

3

EXS 210 - Fundamentals of Nutrition and Exercise

3

EXS 280 - Health Promotion and Wellness Prg

3

EXS 310 - Kinesiology and Biomechanics

3

EXS 320 - Exercise Physiology

3

EXS 330 - Fitness Evaluation and Prescription

3

SPT 340 - Program and Facilities Management

3

SPT 420 - Research Methods	3
ATC 101 - Injury Prevention and Risk Management	3
ATC 150 - Acute Care of Injury and Illness	2
ATC 333 - Gross Anatomy	3
BUMG 301 - Organizational Behavior	3
BUMG 360 - Leadership	3
EXS 399 - Clinical Experience	3
EXS 499 - Clinical Experiences	6

### **Elective Credit Sufficient for Minimum Total**

**121-122**

### **Clinical Experiences**

All students in exercise and health promotion complete a series of clinical experiences designed to expose them to the fields of exercise and health and to give them progressively responsible experiences working with specialists in the field. As students move through the clinical experiences (nine credits total), they experience the application of knowledge in the clinical setting under departmental supervision.

### **Exercise and Health Promotion - Retention and Progression Requirements**

Students will be retained within the exercise and health promotion major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the science foundation of the exercise and health promotion major requirements.
3. Grade point of 2.0 or better in each exercise and health promotion major required course with the ATC, EXS, or SPT prefix. Students who receive a grade point below a 2.0 in an exercise and health promotion major required course with an ATC, EXS, or SPT prefix will be required to repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Minimum cumulative GPA of 2.5 in exercise and health promotion required courses (ATC/EXS/SPT prefix). If this GPA falls below the 2.5 in the required coursework, the student may not be allowed to begin additional coursework or clinical experiences.

[Bachelor of Science in Athletic Training Education](#)

[Bachelor of Science in Exercise and Health Promotion](#)

[Bachelor of Science in Sport Management](#)

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## III. Bachelor of Science in Sport Management

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



The curriculum for sport management is provided below:

[Course Descriptions](#)

<b>Program/Degree Area</b>	<b>Credits</b>
<b>College of Arts and Sciences Core Requirements</b>	<b>42-43</b>
includes MAT 120 or MAT 150 - Statistics*	3
<i>*prerequisite for SPT 420 Research Methods</i>	
<b>Major Requirements (Business Foundation)</b>	<b>27</b>
BUAC 201 - Financial Accounting	3
BUAC 203 - Management Accounting	3
BUEC 203 - Macroeconomics	3
BUMG 200 - Management	3
BUMG 210 - Communication Dynamics in Organizations	3
BUMG 301 - Organizational Behavior	3
BUMG 302 - Human Resource Management	3
BUMG 326 - Business Law I	3
BUMK 200 - Marketing	3
<b>Sport Management Major Requirements</b>	<b>36</b>
SPT 101 - Sport and Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
SPT 160 - Introduction to Sport Management	3
SPT 325/BUMK 325 - Sport Marketing	3
SPT 340 - Program and Facilities Management	3
SPT 360 - Leadership	3
SPT 370 - Legal and Ethical Issues in Sport Management	3
SPT 395 - Internship (120 hours minimum)	3

SPT 401 - Seminar in Sport Management	3
SPT 420 - Research Methods	3
SPT 495 - Internship (240 hours minimum)	6
<b>Electives Courses</b>	<b>15</b>
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

### Internship Experiences

All students in sport management complete a series of internship experiences designed to expose them to the fields of sport and business and to give them progressively responsible experiences working with specialists in the field. As students move through the internships (nine credits total), they experience the application of knowledge in the internship under departmental supervision.

### Sport Management - Retention and Progression Requirements

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

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the business foundation of the sport management major requirements.
3. Grade point of 2.0 or better in each sport management major required course with the SPT prefix. Students who receive a grade point below a 2.0 in a sport management major required course with an SPT prefix will be required to repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Minimum cumulative GPA of 2.5 in sport management required courses (SPT prefix). If this GPA falls below the 2.5 in the required coursework, the student may not be allowed to begin additional coursework or internships.
5. Sport management students must hold current certification in first aid and CPR prior to enrollment in internships. (Successful completion of ATC 150 will satisfy this requirement.)

[Bachelor of Science in Athletic Training Education](#)

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## Department of History

[Department Website](#)

### College of Arts and Sciences

Burlin, Paul (Chair) Ph.D., Rutgers University-American History; A.B., Heidelberg College-Philosophy.	Associate Professor
DeWolfe, Elizabeth Ph.D., Boston University-American and New England Studies; M.A., SUNY at Albany, Anthropology; A.B., Colgate University-Social Science.	Associate Professor
DiPadova, Theodore Ph.D., City University of New York, European History; M.A., Brooklyn College of the City of New York, History; B.A., The College of Wooster, History and French.	Associate Professor
Downs, Jacque Ph.D., Georgetown University, American History; M.A., University of California at Berkeley, American History; B.A., University of California at Berkeley, History.	Professor Emeritus
Yablon, Ariel Ph.D., University of Illinois at Urbana - History; M.A., University of Illinois at Urbana - History; B.A., Universidad de Buenos Aires - History.	Assistant Professor

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

### Minor

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

### Curriculum Requirements for Bachelor of Arts - History

[Course Descriptions](#)

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>42-43</b>
<b>History Major Requirements</b>	<b>33</b>

*Two of the following Three Options:*

#### *Option I*

HIS 222 - US History: Contact through the Civil War	3
HIS 223 - US History: Reconstruction to Present	3

*Option II*

HIS 230 - Continuity/Change from Ancient to Renaissance	3
HIS 231 - Continuity/Change in Modern Europe	3

*Option III*

HIS 240 - Colonial Latin America	3
HIS 241 - Modern Latin America	3

*Each of the Following:*

HIS 335 - History and Historians	3
HIS 450 - Senior Thesis	3

<b>History Electives</b>	<b>15</b>
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

**Curriculum List****Department of History**

Following is a list of courses offered through the Department of History

<b>Subject Area</b>	<b>Credits</b>
<b>History</b>	
HIS 200 - Theodore Roosevelt, Woodrow Wilson and the Dawn of the American Century	3
HIS 202 - American Identity and History	3
HIS 204 - Growing Up Female: A History of Girls in America	3
HIS 206 - Diaries, Journals and Letters	3
HIS 210 - Race and Ethnicity in Latin America	3
HIS 212 - Cultures of Imperialism: Latin America and the United States	3
HIS 222 - United States History: Contact through the Civil War	3
HIS 223 - United States History: Reconstruction to the Present	3
HIS 230 - Continuity and Change from Ancient to Renaissance Europe	3
HIS 231 - Continuity and Change in Modern Europe	3
HIS 240 - Colonial Latin America	3
HIS 241 - Modern Latin America	3
HIS 250 - American Women's History	3
HIS 251 - American Women's History II	3
HIS 314 - Contemporary History	3
HIS 315 - Topics in American Studies	3
HIS 320 - The European Enlightenment and Its Historical Consequences	3
HIS 322 - French Revolution and Napoleon	3
HIS 330 - Politics and Political Change in Modern Latin America	3
HIS 331 - Revolution and Social Protest in Mexico	3
HIS 332 - CUBA/ARGENTINA: History, Society & Culture	3
HIS 333 - State and Society in Brazil	3
HIS 334 - Historical Geography	3
HIS 335 - Historians and History	3
HIS 337 - Topics in Women's History	3
HIS 338 - American Communal Experiments	3
HIS 340 - The United States and the World	3
HIS 380 - Slavery and Race Relations in the United States and Brazil	3
HIS 400 - Topics in History	1-3
HIS 404 - Directed Readings in History	3

HIS 420/1 Internship	3
HIS 450 - Fourth-Year (Senior) Thesis	3

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## Interdisciplinary Majors

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

[Bachelor of Arts in American Studies](#)

[Minor in American Studies](#)

[Bachelor of Arts in Psychology and Social Relations](#)

[Minor in Psychology and Social Relations](#)

[Bachelor of Arts in Liberal Studies](#)

[Minor in Women's Studies](#)

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## Interdisciplinary Majors

[Department Website](#)

### I. American Studies

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

Associate Professor

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.

[Course Descriptions](#)

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

### Minor in American Studies

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

**The minor consists of:**

AMS 100 or 200 level course - 3 credits

Electives - 15 credits

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

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

**Curriculum List**

Following is a partial list of courses offered for the American studies major and minor. Students may select courses from other disciplines as appropriate in consultation with the program coordinator.

AMS 105 - Intro to American Studies  
 AMS 202/HIS 202 - American Identity and History  
 AMS 204/HIS 204 - Growing up Female: A History of Girls in America  
 AMS 206/HIS 206 - Diaries, Journals and Letters  
 AMS 250/HIS 250 - American Women's History I  
 AMS 251/HIS 251 - American Women's History II  
 AMS 315/HIS 315 - Topics in American Studies  
 AMS 337/HIS 337 - Topics in Women's History  
 AMS 338/HIS 338 - American Communal Experiments  
 AMS 400 - Fourth - Year Seminar  
 AMS 470 - Internship I

**Interdisciplinary Majors**[Bachelor of Arts in American Studies](#)[Minor in American Studies](#)[Bachelor of Arts in Psychology and Social Relations](#)[Minor in Psychology and Social Relations](#)[Bachelor of Arts in Liberal Studies](#)[Minor in Women's Studies](#)**Notice and Responsibilities Regarding this Catalog**

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## Interdisciplinary Majors

### II. Liberal Studies

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

Liberal Studies is a multidisciplinary major in the humanities - history (including history of art & history of music), philosophy, literature, political science, religion, languages, and American studies. It is designed for students who are interested in more than one discipline or in some broad topic or theme. Students majoring in liberal studies have primary responsibility for designing their own college education. They investigate ideas through the process of discovery, and discovery is best begun at the point of their own interests and goals. In the absence of restrictive course requirements, but in close concert with a faculty advisor, liberal studies students plan their own broad-based program.

The liberal studies major challenges students to understand and evaluate human values, cultures and ideas as they are expressed in the various humanities disciplines. In addition, the major invites 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.

During the third and fourth years, the focus turns towards creating a cohesive cluster of courses dealing with a theme, culture, or period. Students may concentrate, for instance, on humanistic views of science and take courses such as science and religion, literature of the sea, and bioethics. There are many possibilities in this flexible major.

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

All UNE students take the University Core Curriculum. In addition to the Core requirements, liberal studies candidates in consultation with their advisors will take a minimum of 33 credits in the humanities (history, philosophy, literature, political science, religion, languages, and American studies). At least five courses should be upper level. All students will take at least one methodology course in the humanities such as ENG 206 Literary Theory and Criticism, ENG 207 Introduction to Cultural Theory, HIS 335 Historians and History, or AMS 105 Introduction to American Studies. Majors are also encouraged to take relevant elective courses in the social sciences. Depending upon their career interests, students may take courses in other UNE majors such as business, creative arts, science, or education. The Liberal Studies Program is an excellent major for those students wishing also to enroll in the Pre-Law Program.

In addition, student will enroll in LIL 420 and complete a capstone senior thesis or project. All students may also develop an Internship and enroll in LIL 495.

[Course Descriptions](#)

**Program/Degree Area**

**Credits**

<b>University Core Requirements</b>	<b>42-43</b>
Liberal Studies Course Requirements*	33
LIL 420 - Senior Thesis/Project	3
LIL 495 - Internship in Liberal Studies	3-9
*At least five courses at 300 or 400 level and one methodology course in the Humanities	
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

## Curriculum List

### Liberal Studies

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

LIL 420 - Senior Thesis/Project 3 Credits  
LIL 495 - Internship in Liberal Studies 3-9 Credits

### Interdisciplinary Majors

<a href="#">Bachelor of Arts in American Studies</a>	<a href="#">Minor in American Studies</a>
<a href="#">Bachelor of Arts in Psychology and Social Relations</a>	<a href="#">Minor in Psychology and Social Relations</a>
<a href="#">Bachelor of Arts in Liberal Studies</a>	<a href="#">Minor in Women's Studies</a>

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## Interdisciplinary Majors

### III. Psychology and Social Relations

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

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

### Psychology and Social Relations Major

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

Upon acceptance to the University, students are provisionally admitted as a major in psychology and social relations. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary in order to be fully admitted as psychology and social relations majors. PSR majors must complete Statistics (MAT 120) before the beginning of the second year. Psychology Statistics (PSY 225) must be completed before the end of the second year.

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

All students must complete two internship experiences for a total of six credits. Three credits of internship are taken within the core and three credits of internship are taken within the student's selected area of specialization. Internships are ordinarily taken in the third and fourth years. The first internship helps the student to learn experientially. It also gives them a chance to explore areas of professional, personal or academic interest in an applied setting. The second internship is completed in a setting related to the student's career or graduate study plans.

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

### Bachelor of Arts in Psychology and Social Relations

[Course Descriptions](#)

**Program/Degree Area**

**Credits**

**University Core Requirements**

**42-43**

**Psychology and Social Relations Core 39**

ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 225 - Psychology Statistics <b>or</b> SOC 225 - Statistics for Social and Behavioral Science	3
PSY 255 - Social Psychology	3
PSY/SOC 285 - Research Methods	3
PSY/SOC 300 - Internship	3
PSY 355 - History and Systems	3
PSY/SOC 400 - Internship	3
SOC 150 - Introduction to Sociology	3
SOC 270 - Classical Sociological Theory <b>or</b> SOC 280 - Contemporary Sociological Theory	3
SOC 350 - Deviance	3
SOC 370 Applied Field Methods in Soc	3
Major Electives	9
One course of Psychology at the 200 level or above	3
One Sociology course from each of the following areas:	
SOC Elective 1: Social Global Studies Course	3
SOC Elective 2: Social Cultural Studies Course	3
Total Credits in PSR Major	48

**Elective Credit Sufficient for Minimum Total 120****Psychology and Social Relations Minor**

Total Credits 18

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

**Interdisciplinary Majors**

[Bachelor of Arts in American Studies](#)

[Minor in American Studies](#)

[Bachelor of Arts in Psychology and Social Relations](#)

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[Bachelor of Arts in Liberal Studies](#)

[Minor in Women's Studies](#)

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## Interdisciplinary Majors

[Department Website](#)

### IV. Minor in Women's Studies

DeWolfe, Elizabeth (Women's Studies Co-Director)  
Ph.D., Boston University-American and New England Studies; M.A.,  
State University of New York-Albany-Anthropology; A.B., Colgate  
University-Social Science.

Associate Professor

Tuttle, Jennifer (Women's Studies Co-Director)  
Ph.D., University of California, San Diego—Literature; M.A., University  
of California, San Diego—English and American Literature; B.A.,  
University of California, Irvine—English.

Assistant Professor

The minor in women's studies introduces students to the theories, methods, and issues of the field of women's studies. Complementing and building upon the traditional humanities and social science offerings of the UNE College of Arts and Sciences, the women's studies minor provides an interdisciplinary perspective to students' education by combining the scholarly traditions of many fields of knowledge in new and productive ways.

A student may, with the permission of the program co-directors, take a minor in women's studies upon completion of 18 credits as described below.

#### The minor consists of:

WST 200 - Introduction to Women's Studies	3
WST 400 - Capstone in Women's Studies	3
Electives	12

#### Curriculum List

Following is a partial list of courses that satisfy women's studies elective requirements. Faculty and students may petition the Women's Studies Advisory Committee to have additional courses included as electives for the minor.

AMS 204/HIS 204 - Growing up Female: A History of American Girls  
AMS 250/HIS 250 - American Women's History I 1600-1865  
AMS 251/HIS 251 - American Women's History II 1865-present  
AMS 336/HIS 336 - Women & the American Experience  
AMS 337/HIS 337 - Topics in Women's History  
ENG 310 - Writing and Women's Health  
ENG 327 - Women Writers of the World  
ENG 435 - Women of the West  
PSC 450 - Contemporary Feminist Theories  
PSY 215 - Psychology of Gender  
SOC 240 - Race, Class, and Gender: Sociological Perspectives

Internships and Topics courses may be approved by the Advisory Committee for Women's Studies

elective credit when the content is women-focused. Directed studies are available to meet particular interests when needed.

### **Interdisciplinary Majors**

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[Minor in American Studies](#)

[Bachelor of Arts in Psychology and Social Relations](#)

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[Bachelor of Arts in Liberal Studies](#)

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## Learning Assistance Services

[Department Website](#)

### Department of Student Support Services

John R. Langevin, Ph.D.	Assistant Dean of Students for Student Support Services
Maura O'Connor, M.A.	Coordinator of Learning Assistance Services/ UC Tutor Supervisor
Barbara Hancock, M.Ed.	Learning Specialist
Lori Power, M.A.	WCC Developmental Writing Supervisor/WCC Tutor Supervisor
Heidi Grindstaff, M.A.	UC Developmental Writing Supervisor
John Daugherty, M.A.	Adjunct Instructor in Developmental Writing
Mark Defazio, M.S.Ed.	Adjunct Instructor in Developmental Writing
Susan Pickford, M.Ed.	Adjunct Instructor in Developmental Writing
John Griffin, M.S.	Developmental Math Supervisor
Amita Mittal, M.S.	Developmental Math Specialist
Frederick Taylor, M.S.	Adjunct Instructor in Developmental Mathematics

Learning Assistance Services (LAS), a department within Student Support Services, provides a comprehensive array of academic support services, including courses, workshops, individual and group tutoring, and advising. The goal of Learning Assistance Services is to assist students in becoming more independent and efficient learners so that they are able to meet the University's academic standards and to attain their personal educational goals.

### Placement Testing

During orientation, all new undergraduate and transfer students are assessed for competence in writing and mathematics. Placement scores, SAT scores and a review of each incoming student's previous coursework are considered.

Those students who do not meet the University's predetermined criteria are placed into an appropriate developmental mathematics course, Writing Tutorial Course (LAC 010), or both.

Students are assigned a mathematics placement level as follows:

L1: Placement into Basic Mathematics and Algebra (LAC 020)

L2: Placement into Introduction to Algebra and Problem Solving (LAC 021)



- L3: Placement into Advanced Algebra and Problem Solving (LAC 022), Quantitative Reasoning (MAT 110), Statistics (MAT 120)
- L4: Placement into Mathematics for Elementary School Teachers (MAT 130), Statistics for the Life Sciences (MAT 150), Statistics and Research Methods for Physical Therapists (MAT 155), Precalculus (MAT 180), or Statistics and Probability for Citizenship (MAT 325)
- L5: Placement into Discrete Mathematics (MAT 185), Calculus I (MAT 190), Geometry (MAT 240), The History of Mathematics (MAT 250), or Mathematical Modeling (MAT 270)
- L6 Placement into Calculus II (MAT 195), Linear Algebra (MAT 220), Foundations of Mathematics (MAT 230).

Students are assigned a writing placement level as follows:

- UWT: Developmental level Writing Tutorial (LAC 010)
- UEC: English Composition (ENG 110)

### **Tutoring**

Learning Assistance Services offers professional and peer tutoring to support undergraduate students in their coursework. Additionally, writing support is available to students on an as-needed basis. Peer tutors receive specialized training and many of them are certified by the College Reading and Learning Association. Tutors' regularly scheduled hours are posted in the Learning Assistance Center as well as on the [LAS website](#).

### **English as a Second Language (ESL)**

Students who come to UNE with English as a second language are provided academic guidance and support, including ESL courses. Students should contact the LAS office (extension 2586) for more information.

### **Individual Consultation**

A learning specialist is available (by appointment) to meet with students seeking assistance with their specific course demands. Consultation regarding learning styles, note-taking skills, active reading skills, time management skills, and test-taking skills is also available.

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## Department of Mathematical Sciences

[Department Website](#)

### College of Arts and Sciences

Gray, Susan (Chair)

Ed.D., Boston University-Mathematics Education; M.A.T., University of Pittsburgh-Science Education; B.S. Pennsylvania State University-Medical Technology/Biology.

Associate Professor

Greenleaf, Scott

Ph.D., SUNY Stony Brook – Mathematics; BS, Bates College – Mathematics.

Assistant Professor

Gutmann, Timothy

Ph.D., University of New Hampshire - Mathematics Education; M.A., Pennsylvania State University – Mathematics; B.A., Bowdoin College - Mathematics and German.

Assistant Professor

Mittal, Amita

M.S., University of Delhi - Mathematics.

Assistant Professor

St. Ours, Paulette

M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A. St. Joseph's College-Mathematics.

Associate Dean,  
College of Arts and  
Sciences

### Mathematics

Mathematics is central to effective communication, critical thinking, and decision-making. Its study enhances a liberal arts education by exposing students to the methods and philosophies of quantitative analysis and the role mathematics plays in the modern world. The Department of Mathematical Sciences offers courses and opportunities supporting students and faculty to pursue quantitative inquiries.

Students majoring in mathematics or working toward secondary mathematics teacher certification will find model instruction preparing them for careers in mathematics and statistics, for careers teaching mathematics at the secondary level, and for future advanced study in mathematics, statistics, and other fields.

Students in all other majors will find courses to develop their skills and increase their confidence in the use of mathematics and their appreciation of its value for solving problems and thinking about social issues. Moreover, courses in mathematics provide students stimulating ideas and tools essential to study in many academic disciplines. The curriculum integrates computer and other technology-based approaches to demonstrate the modern practice and pedagogy of mathematics. The department supports University faculty members in their efforts to research mathematics, to study the teaching and learning of mathematics, to collaborate with professionals, and to develop as teacher scholars.



### Transfer Credits for Mathematics

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

### Minor in Mathematics

Students may take a minor in mathematics by completing 18 credits of mathematics coursework with grades of C or higher and a 2.75 cumulative grade point average in all courses applying to the minor. Specific courses for a minor will be determined in consultation with a mathematics faculty advisor and approved by the Department of Mathematical Sciences faculty. The required form for declaring a minor is available in the Registrar's Office.

### Mathematics Placement Testing

Refer to [Learning Assistance Services \(LAS\)](#) for guidelines about mathematics placement.

**Core Requirements:** All mathematics courses meet core curriculum requirement, except MAT 130 and MAT 470.

### Degree Programs

The **bachelor of science in mathematics** provides students with a strong theoretical grounding in the major branches of mathematics and exposure to a variety of applications in mathematics and other disciplines. Mathematics majors engage in research in an area of interest during the senior year.

The **secondary teacher certification** option includes mathematics and education courses required for teacher certification in Maine and approximately 28 other states. Students choosing this option participate in a mathematics education research seminar. The College of Arts and Sciences core curriculum adds a strong liberal arts foundation to the major.

Required courses for the two programs are listed below.

### Bachelor of Science in Mathematics

[Course Descriptions](#)

Program/Degree Area	Credits
<b>University Core Requirements (Excluding Mathematics)</b>	<b>39</b>
<b>Required Mathematics Courses</b>	<b>45</b>
MAT 185 - Discrete Mathematics	3
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
MAT 200 - Calculus III	4
MAT 210 - Differential Equations	3
MAT 220 - Linear Algebra	3
MAT 230 - Foundations of Mathematics	3
MAT 240 - Geometry	3
MAT 310 - Abstract Algebra	3
MAT 320 - Probability	3
MAT 322 - Mathematical Statistics *	3
MAT 400 - Real Analysis	3
MAT 410 - Complex Analysis	3
MAT 480 - Mathematics Research Seminar	3
Mathematics Electives (optional): MAT 250, 270, 420, 490	
<b>Science Electives</b>	<b>6-8</b>

**Elective Credit Sufficient for Minimum Total****120-122**

\*Designated Critical Thinking course in the major.

**Bachelor of Science in Mathematics with Secondary Mathematics Teacher Certification**

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements (Excluding Mathematics)</b>	<b>39</b>
<b>Required Mathematics Courses</b>	<b>35</b>
MAT 185 - Discrete Mathematics	3
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
MAT 220 - Linear Algebra	3
MAT 230 - Foundations of Mathematics	3
MAT 240 - Geometry	3
MAT 250 - History of Mathematics	3
MAT 270 - Mathematical Modeling	3
MAT 310 - Abstract Algebra	3
MAT 325 -Probability/Statistics for Citizenship*	3
MAT 470 - Math. Ed. Research Seminar	3
<b>Mathematics Electives</b>	<b>6</b>
Two courses from: MAT 200, 210, 320, 322, 400, 410, 420, or 490	
<b>Required Education Courses</b>	<b>37-44</b>
EDU 105 - Intro. to Schools	2
EDU 133 - American Education	3
EDU 202 - Curriculum Theory & Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 345 - Technology in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 439 - Teaching Secondary Mathematics	3
EDU 487 - Practicum	2-9
EDU 492 - Internship	15
<i>Note: Core Course PSY 270 fills education requirement for "Knowledge of the Learner."</i>	
<b>Science Electives</b>	<b>3-4</b>
<b>General Electives</b>	<b>6</b>
<b>Elective Credit Sufficient for Minimum Total</b>	<b>126-128</b>

\*Designated Critical Thinking course in the major.

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## Department of Nursing and Health Services Management

### College of Health Professions

[Department Website](#)

Faculty teach on the Westbrook College Campus and at the branch campus in Israel.

Pardue, Karen (Interim Director)  
MS, B.S.N., B.C., Russell Sage College. Assistant Professor

Adams, Karen  
M.S. Nursing, University of Phoenix; B.S. N., College of Lifelong Learning; M.A., Northeastern University. Instructor

Aube, Marguerite  
MS Nursing, Boston University; BS Nursing, D'Youville College. Assistant Professor

Briggs, Ann Marie  
M.S.N., Loyola University; BS Nursing, Xavier University. Instructor

Cutler, Kristielynne P.  
M.S., Nurse Practitioner, University of Massachusetts; B.S.N., University of Massachusetts. Assistant Professor

Davis, Bonnie  
Ph.D., Nursing, Rutgers State University of NJ; MS Community Nursing, Rutgers State University of NJ; BS, R.N. Nursing, Rutgers State University of NJ. Instructor

Elliott, J. Carol  
M.S.N., University of Akron; RN Fitzgerald Mercy Hospital School of Nursing. Assistant Professor

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

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

Haas, Barbara  
Ph.D., Union Institute; MA, B.S.N., New York University. Associate Professor

Hewitt, Michael  
N.D., Case Western University; BA, City University of New York. Assistant Professor

Lippmann, Amy  
M.Sc., Clark University; B.Sc. University of New England. Instructor

Mackey, Jo Ann Ed.D., Nova Southeastern University, M.S.N., University of California at Los Angeles, RN, Binghamton General Hospital School of Nursing.	Instructor
MacLeod, Carol M.S.N., Boston College; B.S.N., University of Southern Maine.	Assistant Professor
Morgan, Patricia M.S.N., University of New Hampshire; B.S.N., University of Rhode Island.	Assistant Professor
Morris, Cynthia MS, University of Southern Maine; B.S.N., University of Southern Maine; BA, University of New Hampshire; A.A. Green Mountain College.	Assistant Professor
Sheehan, Judith J.D. Degree, University of Bridgeport School of Law; Ed.M. Nursing, Columbia University; B.S.N., P.H.N., Nazareth College	Assistant Professor
Simpson, Nancy MS, University of Southern Maine; B.S.N., University of Maine	Assistant Professor
Spear, Nona MS, Boston University; B.S.N., St. Joseph College.	Assistant Professor
Tausch, Judith Ed.D., Vanderbilt University; M.Ed., Rivier College; M.S.N., B.S.N., University of Massachusetts at Lowell.	Assistant Professor
Wallner, Pauline M.B.A., Sacred Heart Univerisity; BS, Sacred Heart University.	Instructor

## Overview

In keeping with current trends in professional nursing, the department offers several educational options in order to provide a continuum of nursing education to better meet varying student career aspirations. The baccalaureate level of nursing education is a fully articulated program consisting of technical nursing courses in the first two years and upper level nursing courses in the third and fourth years.



The Nursing Program at the University of New England is uniquely designed to facilitate student growth and entry into the profession of nursing. The program utilizes Patricia Benner's theoretical concepts of caring and the delivery of nursing care within the seven domains of nursing practice as the curricular framework. Utilization of this model provides for a strong relationship between nursing theory and practice. In addition, foundational courses within the program employ Maslow as a conceptual basis for care planning and problem solving.

The freshman and sophomore years (year 1 and year 2) provide a course of study, which is heavily concentrated in the nursing major. Extensive nursing classroom and clinical experiences define these first two years. Selected University Core Curriculum courses and electives are also incorporated during this time.

Upon completion of the sophomore year, the student has fulfilled adequate study in the major to be awarded an associate of science degree in nursing (A.D.N.). This enables the student to sit for the Registered Nurse (RN) license examination.

Students who have successfully completed the first two years of study are prepared as registered nurses to participate in the health care delivery system in the role of provider of direct care, manager of patient care, teacher, client advocate and member within the discipline of nursing. In

addition, this academic preparation enables the individual to delegate to and supervise for work of lesser prepared health care workers.

The junior and senior years (year 3 and year 4) are designed for registered nurses who embrace the opportunity to broaden and enhance current knowledge and skills, acquire knowledge in the theory and practice of nursing, increase career opportunities and provide the credentials necessary for graduate education. Delivered through both didactic and clinical components, the curriculum includes advanced courses leading to competencies in the areas of nursing theory, research, assessment, critical thinking, clinical theory and practice, health care of groups and communities, leadership and management, and teaching and learning.

During this time, nursing course work meets on a compressed schedule, generally one day per week. This format allows the student to continue practicing as a registered nurse and encourages the individual to apply concepts presented in the classroom to actual clinical practice.

Upon completion of the program, the student is awarded the baccalaureate of science in nursing (B.S.N.) degree. Graduates of the program are prepared to participate in the health care delivery system in the role of direct care provider to groups and communities, researcher, manager and leader, community health educator, change agent and interdisciplinary collaborator and coordinator.

Throughout the program, the following concepts are consistent threads in all nursing courses:

Holism	Nursing Roles
Caring	Critical Thinking
Education	Research
Nursing Theory	

This unique four-year nursing program represents an opportunity for students to obtain and enhance knowledge and skills, acquire new knowledge in the theory and practice of nursing, and increase career opportunities. The program provides the student with both classroom and experiential learning opportunities and includes a balance between professional study and study in the arts and sciences. In keeping with the University of New England philosophy of general education, which values an interdisciplinary conceptual and integrated approach to the educational process, the student in the last two years of study is exposed to different ways of knowing through further study and exploration of social sciences, natural sciences and the humanities.

Students who successfully complete the baccalaureate nursing degree are well prepared to enter any master's degree nursing program, including the Master of Science - Nurse Anesthesia Program, offered at the University of New England.

The Nurse Anesthesia Program at UNE is designed for registered nurses who currently have a baccalaureate degree. Nurses with at least one year of clinical experience in acute care may continue their educational progress toward a master's degree as a nurse anesthetist.

The Master's in Nurse Anesthesia Program offers education and training of the highest quality to a select group of graduate-level professional nurses. Upon successful completion of the 27-month program, students are awarded a master of science degree in nurse anesthesia. Graduates are then eligible to take the National Certifying Examination, successful completion enables the individual to practice as a nurse anesthetist in all fifty states.

### **Master of Science in Nurse Anesthesia**

Students completing the third year of the undergraduate baccalaureate nursing program at the University of New England may apply for admission into the Master of Science in Nurse Anesthesia (MSNA) Program. Students must be working in the acute care setting and maintain a GPA of 3.0 to be accepted into the program. GRE requirements will be waived and students may enter the program in the fall semester immediately following graduation from the baccalaureate



level nursing program. Please refer to the University of New England website for further details.

### **Accreditation**

The fully articulated baccalaureate nursing program at UNE is accredited by the National League of Nursing Accrediting Commission, 61 Broadway, New York, NY 10006. 1-800-669-9656 and approved by The Maine State Board of Nursing.

The Master's in Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

### **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 believes 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. Since the health care environment 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 believes 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 arts 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 is 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 believes 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.

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## Department of Nursing and Health Services Management

**College of Health Professions**

[Department Website](#)

### **Associate Degree in Applied Science**

#### **ADN Option: Year 1 and Year 2**

\* The ADN Option is offered in day or evening sections.

#### **Outcomes**

1. Apply critical thinking skills and problem solving techniques using Patricia Benner's novice-to-expert conceptual nursing model to apply the nursing process.
2. Participate as a member of the therapeutic interdisciplinary team.
3. Provide skilled nursing care at the advanced beginner level.
4. Use organizational and work-role competencies in the delivery of quality health care.
5. Integrate professional values that reflect understanding of the moral and legal implications, and the ethics of care and responsibility in nursing practice.
6. Demonstrate an awareness of organizational and work-role competencies in a health care system within a changing society.
7. Apply theories from the humanities, arts and sciences into holistic and integrated nursing practice.

#### **Admission Requirements**

1. General admission requirements of the University.
2. High school diploma or GED.
3. Four years of high school English.
4. A minimum of 2 years of high school or equivalent math including Algebra I.
5. A minimum of 2 years of science including chemistry and biology with lab.
6. SAT scores (see UNE Admissions policy).
7. Overall high school and math/science GPA of 2.5 or better.

*\*State licensure application could be in jeopardy if the student has been convicted of a felony.*

#### **Challenge Exam for LPNs**

Licensed Practical Nurses (LPN) who are graduates of an accredited LPN program, and who are an

accepted, deposited student in the nursing program, may challenge NSG 100 - Fundamentals of Nursing, by successfully completing the following components:

1. Written exam.
2. Clinical simulation in nursing lab.

*\*Note: A test fee is required.*

### **Transfer Credits**

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

1. A grade of "C" or better was earned.
2. The content is parallel to UNE/ADN courses.
3. Transfer credit for nursing credits may be given after review of course syllabus evaluation of comparable content in selected courses.
4. Students transferring nursing credits or reentering after a hiatus will be required to audit the semester prior to entry into the nursing program;
5. Selected CLEP credits will be accepted upon admission.

### **Progression Requirements**

1. The nursing courses are given in sequence and each course has a minimum grade requirement of "C."
2. The student must also satisfactorily complete the clinical component of each course.
3. A nursing student may repeat a nursing course only once, at the discretion of the nursing faculty.
4. The student must obtain a minimum grade of "C" in all required science courses.
5. The student must maintain a minimum grade point average (GPA) of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
6. The student must follow all policies outlined in the Nursing Department Student Handbook.

### **Dismissal**

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

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

6. Failure to obtain a grade of "C" or better in a required science course.

### Health

All first-year nursing students must have:

1. A physical examination before entering the nursing program.
2. Proof of tuberculin testing yearly, measles/rubella and varicella\* immunity, and Hepatitis B vaccine or titer.
3. One copy of the immunization record is to be submitted to the Health Center on WCC.
4. Proof of health insurance coverage.
5. CPR Certification for Health Providers.
6. Completion of the UNE HIPAA requirements.

*\* 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.
7. The tuition cost for the first two-years are the same for both day and evening sections.
  - a. Day students will be billed over two semesters.
  - b. Evening students will be billed over three semesters.

### Graduation Requirements

A total of 68 hours of credit with a 2.0 GPA or above is required for the associate in applied science degree in nursing. The credits are distributed as follows:

General Education	31 credits
Nursing	37 credits

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

### Associate Degree in Applied Science Curriculum

[Course Descriptions](#)

**Day ADN Option: Year 1 and Year 2**

<b>Suggested Course Sequence</b>	<b>Credits</b>
<b>Fall Year 1</b>	
ENG 110 - English Composition	4
BIO 208 - Anatomy and Physiology I	4
PSY 105 - Introduction to Psychology	3
NSG 100 - Fundamentals of Nursing	6
Total	17
<b>Spring Year 1</b>	
PSY 220 - Sociocultural Context of Human Dev I	3
BIO 209 - Anatomy and Physiology II	4
NSG 101 - Nursing I Medical/Surgical Nursing	9
Total	16
<b>Fall Year 2</b>	
PSY 270 - Sociocultural Context of Human Dev II	3
BIO 226 - Microbiology	4
NSG 201 - Nursing II Medical/Surgical Nursing	10
<b>Total</b>	<b>17</b>
<b>Spring Year 2</b>	
2 Electives (one of which is humanities)	6
NSG 211- Dimensions Professional Nursing	3
NSG 203A - Nursing III -Maternal/Infant Nursing	3
NSG 203B - Nursing III - Psychiatric Nursing	3
NSG 203C - Nursing III - Pediatric Nursing	3
<b>Total</b>	<b>18</b>

**Evening ADN Option: Year 1 and Year 2**

<b>Summer First Session Year I</b>	<b>Credits</b>
LAC 010 - Writing Tutorial	0
BIO 208 - Anatomy and Physiology 1	4
PSY 105 - Introduction to Psychology	3
<b>Summer Second Session Year I</b>	
ENG 110 - English Composition	4
PSY 220 - Sociocultural Context of Human Development	3
BIO 209 - Anatomy and Physiology II	4
<b>Fall Year I</b>	
NSG 100 - Fundamentals of Nursing	6
<b>Spring Year I</b>	

NSG 101 – Nursing 1 – Medical/Surgical Nursing 9

### Summer First Session Year II

PSY 270 – Sociocultural Context of Human Development II 3

BIO 226 – Microbiology 4

Summer Second Session Year II

Humanities Exploration 3

Elective 3

### Fall Year II

NSG 201 – Nursing II – Medical/Surgical Nursing 10

### Spring Year II

NSG 211 – Dimensions of Professional Nursing 3

NSG 203A – Nursing III – Maternal/Infant Nursing 3

NSG 203B – Nursing III – Psychiatric Nursing 3

NSG 203C – Nursing III – Pediatric Nursing 3

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## Department of Nursing and Health Services Management

### College of Health Professions

[Department Website](#)

### Bachelor of Science in Nursing

RN-to-BSN Option: Year 3 and Year 4

RN-to-BSN Completion Program

#### Outcomes

1. Discuss nursing theory with a focus on Patricia Benner's model as it relates to nursing practice, education and research.
2. Integrate nursing, the physical and behavioral sciences with the humanities to formulate professional, personal, organizational, and community concepts of health and wellness.
3. Participate in the scholarly research process at Benner's novice level of practice from the perspective of consumer to researcher.
4. Develop reflective use of creative and critical thinking skills, strategies, and processes in professional, personal, scholarly, and community life.
5. Demonstrate a critical understanding of diversity and its effect upon the human experience.
6. Demonstrate effective communication skills, which enhance personal, professional and scholarly life.
7. Operationalize the nursing process within the parameters of Benner's definition of health for individuals, families, groups, and communities.
8. Apply concepts and principles of teaching, learning, and health promotion within Benner's domain of teaching-coaching to designated populations.
9. Participate in the leadership/management process within Benner's organizational/work role domain of practice.
10. Develop knowledge of self in order to make ethical and therapeutic decisions as a baccalaureate prepared professional.
11. Collaborate effectively with other disciplines in structured and semi-structured health care settings.

#### Admission Requirements

1. Meet all the general admission requirements of UNE.
2. Graduation from an NLN-accredited associate degree or diploma program or the equivalent or advancement from the UNE first two years after successfully passing the national nursing licensure examination.



3. Graduation from a nursing curriculum approved by the Ministry of Health if applying to the program offered at the branch campus in Israel.
4. Licensure as a registered nurse.
5. Minimum GPA of 2.50.

**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 titer (if not presently on file) are submitted to the Health Center on WCC.
3. Professional liability (malpractice) insurance (\$1,000,000 - \$3,000,000 coverage is required).
4. Current RN License.

**Required Documents for Foreign Students, If Taking Courses in the United States**

1. I-20
2. Copy of passport

**Transfer Credits**

1. A.D.N. and R.N. candidates for the B.S.N. Completion Program will be given full credit for their prior course work, up to a maximum of 60 credits. These credits fulfill all pre-requisite course requirements for the third and fourth year courses.
2. Academic credits are transferable if a grade of "C" or better was earned.
3. Diploma-based candidates, not actively participating in the practice of nursing, submit a portfolio for transfer of nursing credits upon completion of the Health Assessment course in the fall semester. An alternative mechanism for transfer of nursing credit is to take the NLN Mobility II exam, if not active in practice.
4. Diploma-based candidates who are active in the practice of nursing will be awarded 30 credits for nursing courses.

**Progression Requirements**

1. Developmental course work provides advanced nursing content, which builds upon basic nursing knowledge. Each course has a minimum grade requirement of "C."
2. The student must also satisfactorily complete the clinical-based experiential components of each course.
3. The student must obtain a minimum grade of "C" in all required science courses.
4. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
5. Passage of English qualifying examinations (when appropriate).

**Dismissal**

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

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

### Graduation Requirements

A total of 123 hours of credit with a 2.0 GPA or above is required for the bachelor of science degree in nursing. The credits are distributed as follows:

Transfer Credits	60 credits
General Education	27 credits
Nursing Major	36 credits
<i>A minimum of 36 credits from UNE nursing is required to receive a Baccalaureate in Nursing degree from UNE.</i>	

### Bachelor of Science in Nursing Curriculum

[Course Descriptions](#)

RN to BSN Option: Year 3 and Year 4 (4 Semesters)

#### Suggested Course of Study: (full-time)

Semester, Course	Credits
------------------	---------

#### Fall, Year 3 (Semester 1)

NSG 301 - Nursing Theory	3
NSG 302 - Health Assessment	3
NSG 303 - Managing the Challenges of Disability	3
General Education/Humanities Requirement	3
Nursing Elective	3
<b>Total</b>	<b>15</b>

#### Spring, Year 3 (Semester 2)

NSG 304 - Families in Crisis	3
NSG 305 - Health Education in the Community	3
MAT 120 - Statistics	3
General Education/Humanities Requirement	3
Nursing Electives	6
<b>Total</b>	<b>18</b>
<b>Total First Year</b>	<b>33</b>

#### Fall, Year 4 (Semester 3)

NSG 401 - Nursing Research Methods	3
NSG 402 - Community Health Nursing (Theory and Practice)	6

General Education/Humanities Requirement	3
Economics or Political Science course	3
<b>Total</b>	<b>15</b>

#### **Spring, Year 4 (Semester 4)**

NSG 403 - Leadership and Management Nursing (Theory and Practice)	6
General Education/Humanities Requirement	3
Pathophysiology	3
General Elective	3
Total	15
<b>Total Second Year</b>	<b>30</b>

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## Department of Nursing and Health Services Management

**College of Health Professions**

[Department Website](#)

### Health Services Management Baccalaureate Degree Completion Program

This program offered by the Department of Nursing and Health Services Management is a two-year/four-semester B.S.-degree completion program. The program focuses on preparing students for increasingly responsible leadership positions in a variety of health care settings. The program allows students to take full advantage of prior academic and professional work by using it as a foundation for further study in health services management.

A total of 120 credits are required for this degree completion program and a student may apply to transfer up to 60 credits of prior academic and professional work completed through an accredited two or four-year college/university or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc.).

### The Health Services Field

Health Services Management is an exciting and challenging field. It involves the application of management skills to the delivery of a full range of health services. The curriculum is based upon a solid foundation of knowledge of the design and delivery of health services. Students are prepared for a wide variety of positions in health services settings, including general management or specialized careers in insurance, health maintenance organizations, hospitals, physician practices, long-term care and rehabilitation facilities, government policy offices, research organizations, and human resource departments. Health services continue to grow and employment opportunities in this field are many. Starting salaries usually exceed average baccalaureate graduates.

### Program Focus

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

Possess an increased awareness of various health service delivery systems and the effect of economic, sociological, psychological and political factors on the design and delivery of services.

Recognize the individual, social, and environmental determinants of health, disease, and disability, and their influence on health service delivery systems.

Possess the management and administrative skills necessary to effectively and efficiently design, implement and manage health services in a variety of settings.

Analyze ethical and legal issues related to the design and delivery of health services.

Work effectively as a member of a interdisciplinary health care team.

Analyze health policy, applying it to the design and management of health service and health delivery systems.

Use data from a variety of sources, both primary and secondary, for health service management decision-making.

Evaluate the availability of health service and delivery systems, using a variety of quality assurance and quality improvement tools and processes.

Discuss the evolution of governance, financial structure and organization.

Identify current issues in health service delivery as they effect health service organizations, policy, and professionals.

Advocate for continuing professional development in management.

### **Baccalaureate Degree Completion Program in Health Services Management**

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

Students in the Baccalaureate Degree Completion Program participate in a field experience during their final semester of study, where they work closely with a manager in a health care setting to develop their managerial skills. This closely monitored experience is an integral part of the curriculum that provides opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills.

The Health Services Management Program is offered on the Westbrook College Campus and at our Branch Campus in Israel, one day a week for part-time study, or at St. Mary's Regional Medical Center in Lewiston, Maine.

### **Admission Requirements**

1. Meets all the general admission requirements of UNE.
2. Associate degree with health-related focus or three years of health care employment; an associate degree in another field, or approval of department director, or prior academic and professional work completed through an accredited two- or four-year college/university or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc).
3. Minimum of a GPA of 2.00.

### **Required Documents for Foreign Students Taking Courses in the United States**

1. I-20
2. Copy of passport

### **Transfer Credits**

1. Applicants from an associate degree program or its equivalent or prior academic and professional work completed through an accredited two or four-year college/university or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc).
2. Academic credits are transferable if a grade of "C" or better was earned.

### **Progression Requirements**

1. Developmental course work provided advanced content, which builds upon basic knowledge. Each core course requires a minimum grade of "C" to progress.

2. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
3. Passage of English-qualifying examinations (when appropriate).

### Dismissal

A student may be dismissed from the Health Services Management Program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in the UNE Catalog.
3. Failure to comply with the University Code of Conduct.
4. Failure to maintain a GPA of 2.0.

### Graduation Requirements

A total of 120 hours of credit with a 2.0 GPA or above is required for the Bachelor of Arts Degree. The credits are distributed as follows:

Transfer Credits	60 credits
General Education	24 credits
HSM Major	36 credits
<b>Total</b>	<b>120 credits</b>

### HSM Curriculum for the Degree Completion Program

[Course Descriptions](#)

Suggested course of part-time study for students enrolled in the United States who elect to take summer courses.

<b>Semester, Course</b>	<b>Credits</b>
<b>Semester 1</b>	
HSM 300 - Intro to Management of Health Services Organization	3
HSM 301 - Leadership and Organizational Behavior	3
HSM 302 - Health Services Delivery Systems	3
<b>Semester 2</b>	
HSM 303 - Health Care Economics	3
HSM 310- Health Care Finance and Accounting	3
HSM 370 - Law and Ethics of Health Care	3
<b>Summer Section 1</b>	
Humanities Requirement	3
General Education	3
<b>Summer Section 2</b>	
Statistics	3
HSM Elective	3
<b>Total credits 1st year</b>	<b>30</b>
<b>Semester 3</b>	

HSM 401 - Health Care Policy and Planning	3
HSM 403 - Human Resources Management	3
HSM 405 - Marketing of Health Services	3

**Semester 4**

HSM 415 - Public, Private, and Community Health Care Organizations	3
HSM 495 - Field Practicum Health Services Management	6

<b>Summer Section 1</b>	Research Methods	3
	General Elective	3

<b>Summer Section 2</b>	General Elective	3
	Humanities	3

<b>Total Credits 2nd year</b>	<b>30</b>
<b>Total HSM courses and electives</b>	<b>60</b>

**HSM Minor**

Health services management is an exciting and challenging field and is rapidly growing and ever expanding career opportunities. For those students studying in other majors, in the health professions or in the liberal arts and sciences, a minor in health services management offers the opportunity to develop skills in leadership and management and to study their application to the health care environment. Students wishing to pursue a minor in health services management must have an advisor in the program and approval from the program director. Each student works with the faculty advisor to design a minor consisting of six courses (18 credits) that must support the student's interests, using these guidelines:

<b>Required of all students:</b>	<b>9 credits</b>
HSM 300 - Intro to Management of Health Services Organization	3
HSM 301 - Leadership and Organizational Behavior	3
HSM 302 - Health Services Delivery Systems	3

**9 credits from the following courses:**

HSM 303 - Health Care Economics	3
HSM 310 - Health Care Finance and Accounting	3
HSM 370 - Law and Ethics of Health Care	3
HSM 401 - Health Care Policy and Planning	3
HSM 403 - Human Resources Management	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public, Private, and Community Health Care Organizations	3

[Nursing - General Information](#)      [Nursing - Associate Degree in Applied Science](#)

[Bachelor of Science in Nursing](#)      [Health Services Management](#)

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## Department of Occupational Therapy

[Department Website](#)

### College of Health Professions

MacRae, Nancy (Director) M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire-Occupational Therapy.	Associate Professor
Arnold, Molly (Coordinator of Community OT Clinic) M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy.	Clinical Assistant Professor
Croninger, William M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy.	Associate Professor
DeBrakeleer, Betsy A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant.	Clinical Fieldwork Coordinator
Froehlich, Jeanette 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.	Associate Professor
Kimball, Judith Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy.	Professor
Loukas, Kathryn M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado-Recreation.	Assistant Professor
O'Brien, Jane Clifford University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing.	Assistant Professor
Perry, Katherine Clinical M.A., New York University - Occupational Therapy; B.S., University of New Hampshire - Occupational Therapy; B.A., University of New Hampshire - Theater/Communications.	Assistant Professor
Robnett, Regula M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado	Associate Professor

State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German.

Vroman, Kerryellen

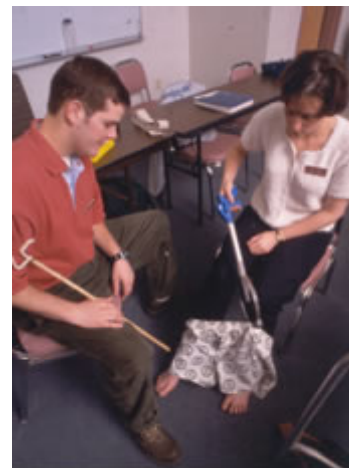
Associate Professor

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

## Overview

Occupational therapy is a health profession whose practitioners provide preventative and rehabilitative services for individuals whose lives have been disrupted by physical injury or illness, developmental problems, social or psychological difficulties, or the aging process. Occupational therapists, relying on a diversified knowledge of the social, behavioral and life sciences, evaluate capacities and skills and create programs designed to allow clients to achieve the highest level of function possible in their occupational roles.

There are opportunities for men and women in the profession to work with children and adults with physical and emotional disabilities to assist them in performing self-care, leisure, and work activities. The occupational therapist may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, day care center, psychiatric facility, nursing home, or community based program. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.



## Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

## 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

### Course Descriptions

The five-year curriculum combines a pre-professional 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 master's 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 fifth year will be considered to graduate with an occupational therapy degree.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature, and occupations facilitate health and well-being. Occupational therapy as taught at the University of New England is a holistic science that emphasizes the health of the individual in terms of his/her productive participation in society. Consistent with the overall University of New England mission, occupational therapy students study not only medical interventions, but also all the complex psychological and sociocultural aspects that contribute to maintenance of health.

Problems, impediments, or disruptions in people's health interfere with their ability to perform any of their occupations and their relationship to others around them. The occupational therapist is viewed as a facilitator or catalyst who helps maximize the quality of a person's health through improving occupational choices within complex biological, psychological, and sociocultural systems.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, environmental, and sociocultural conditions that 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 the occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

### **Pre-Occupational Therapy Requirements:**

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Life Sciences</b>	<b>42-43</b>
BIO 104 - General Biology	4
BIO 245 - Gen Prin Human Anat, Phys, and Path I	4
BIO 345 - Gen Prin Human Anat, Phys, and Path II	5
CHE 125 - Intro to Chem and Physics (Spring Only)	4
ENV 104 - Intro to Environmental Issues	3
<b>Humanities</b>	
ENG 110 - English Composition	4
*Humanities Exploration course	3
Applied Creative Arts	3
LIL 211A - Human Traditions	3
LIL 211B - Human Traditions	3
<b>Mathematics</b>	
MAT 120 - Statistics	3
<b>Social and Behavioral Sciences</b>	
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 220 - Social/Cultural Context of Human Devel I	3
PSY 270 - Social/Cultural Context of Human Devel II	3

\*SOC 150 - Intro Sociology -or- Social Explorations 3

**Other PreProfessional Core**

OTR 201 - Introduction to Occupational Therapy 2

OTR 250 - Intro to Communication 1

OTR 316 - Research Methods 3

**Total 60**

\*Students must take six credits of explorations courses, three of which must be in humanities. During the professional program, two advanced humanities (6 credits), one of which must be Ethics, and CIT 400 - Citizenship (1 credit), are taken in the fourth year.

**Occupational Therapy: Professional Curriculum\*\***

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Fall of Third Year - 15-Week Semester</b> (September - December)	42-43
BIO 302 - Gross Anatomy	6
OTR 301- Foundation of OT	3
OTR 302 - Analysis of Occupational Performance	3
OTR 303 - Biopsychosocial Dimensions of Elders	2
OTR 304 - Biopsychosocial Dimensions of Occ Perf	2
OTR 350 - Community Practicum I	1
OTR 352 - Group Process/Leadership	1
Credits	18
<b>Spring of Third Year - 15-Week Semester</b> (January - May)	
BIO 404 - Neuroscience	4
OTR 310 - Kinesiology	2
OTR 310L - Kinesiology Lab	0
OTR 311 - Biopsychosocial Dimensions of Adulthood	3
OTR 312 - Occupational Performance in Adulthood	4
OTR 351 - Community Practicum II	2
OTR 353 - Intro to Problem Based Learning	1
Citizenship (or take senior year)	1
Credits	16 (17)
<b>Fall of Fourth Year - 15-Week Semester</b> (September - December)	
OTR 401 - Biopsychosocial Dimensions of Adolescence and Young Adulthood	3
OTR 402 - Occupational Performance in Adolescence and Young Adulthood	4
IHH 402/502 Ethics or PHI 315/CHP 402	3
OTR 452 - PBL: OT for Young Adults	2
OTR 450 - Community Practicum III	2
OTR 516 - Research Design	2
Elective: Advanced Humanities	3
Credits	19
<b>Spring of Fourth Year - 15-Week Semester</b> (January - May)	
OTR 411 - Biopsychosocial Dimensions of Childhood	3
OTR 412 - Occupational Performance in Children	5
OTR 421 - Health Care Mgt and Delivery	3

OTR 451 - Community Practicum IV	2
OTR 453 - PBL:OT for Children	2
OTR 517 - Research Project II	3
Citizenship (or take Junior year)	1
Credits	18(19)

**Fifth Year-Summer/Fall - 24 Weeks**

(July - December)

OTR 500 - Fieldwork IIA	6
OTR 501 - Fieldwork IIB	6
Credits	12

**January - April**

OTR 505 - Advanced Practice Seminar	4
OTR 518 - Research Seminar	1
OTR 519 - Evidence-Based Research Seminar	3
Elective	3-4
OTR 550 - Delivery Sys - Realities of Practice	4
Credits	15(16)

**May**

OTR 530 - Professional Electives (Includes 1 cr. Integrating Seminar)	4
Credits	4

**Total 60**

*\*\* The Occupational Therapy Program faculty reserve the right to change courses or sequences*

Pre-Professional Credits	60
Credits of Professional Core	67
Total Credits for BS Degree	127
. Credits for MS Degree (Including Sr Research and FW )	36
Total Credits for Master of Science Occupational Therapy	163

**Clinical Experience**

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and more extensive travel for two-week time periods during Community Practicums III and IV. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum).

The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in Fieldwork II placements before returning to campus for the master's courses, scarcity of fieldwork sites means this will not be possible for all students. All master's students must successfully complete at least one Fieldwork II placement before returning for master's courses. Those who do not complete both full-time fieldwork before master's year courses must complete the second one after the master's 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 pre-professional phase of the Occupational Therapy Program is encouraged to 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 pre-professional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis and must go through the Admissions Office.
5. Before entering the professional program, a student must have completed a 20-hour volunteer experience and Intro to OT (OTR201).

## Professional Occupational Therapy

### Program and Policies

To be accepted in the professional program, a student must meet the following requirements:

1. All students who are admitted to the pre-professional 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 pre-professional 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 pre-professional 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 Office will assume primary responsibility for admission to both phases of the Occupational Therapy Program
7. Level II Fieldwork must be completed within 24 months of the completion of the didactic course work of the Occupational Therapy Program.

## Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and Fieldwork II requirements. Fieldwork and travel expenses are estimated. Actual expenses are

dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the occupational therapy academic fieldwork coordinator.

Tuition for 12 credits of fieldwork is included in the fifth-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 fifth year at continuing education rates.

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	70	70	70
Totals	\$1,270	\$1,270	\$6,220

\*includes 6 months Fieldwork II

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## Department of Philosophy and Religious Studies

### College of Arts and Sciences

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

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

### Philosophy and Religious Studies

Philosophy asks the big questions: Who am I? What is there? What can be known? How should I live? These lead to other questions about the relationship between the mind and the body, appearance and reality, truth and opinion, right and wrong, freedom and determinism, the individual and society, human beings and nature, and God and the world. To ask these questions is to examine our most basic beliefs about human existence and the world we live in. At the same time, philosophy does not provide pat answers, but claims with Socrates that the goal is to live "the examined life." For this reason, the study of philosophy cultivates the skills of clear thinking and effective argumentation.

Religious studies provides an historical and comparative understanding of the world's religious traditions. It examines spiritual beliefs, practices, and rituals in order to understand the importance of religious faith in providing a source of human value and meaning.

The Department of Philosophy and Religious Studies offers courses that satisfy the "Explorations" and "Advanced Humanities" requirements of the core curriculum and that complement and enhance any field of study at the University. Courses at the 100/200 level fulfill the Explorations core requirement. Courses at the 300/400 level satisfy the Advanced Humanities core requirement.

### Minor

The department offers a minor in philosophy. Students wishing to minor in philosophy should consult with a faculty member.

The following is a list of courses offered in the Department of Philosophy and Religious Studies.

[Course Descriptions](#)

### Subject Area

#### Philosophy

PHI 110 - Problems of Knowledge  
PHI 120 - Living the Good Life  
PHI 125 - Phil of Friendship, Love, Marriage, and Sex  
PHI 150 - Critical Thinking  
PHI 160 - Science, Pseudo Science, and Weird Ideas  
PHI 220 - Individual and Society  
PHI 240 - Mind, Body, and Death  
PHI 250 - Thinking Critically About Moral Problems  
PHI 304 - Social and Political Philosophy



PHI 307 - Problems in Metaphysics  
PHI 315 - Bioethics  
PHI 320 - Readings in History and Philosophy of Science  
PHI 325 - Topics in Philosophy  
PHI 330 - Environmental Philosophy

**Religious Studies**

REL 200 - World Religions  
REL 250 - The Bible  
REL 325 - Topics in Religion

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## Department of Political Science

[Department Website](#)

### College of Arts and Sciences

Ahmida, Ali Abdullatif (Chair)  
Ph.D., University of Washington-Political Science; M.A., University of Washington-Political Science.

Professor

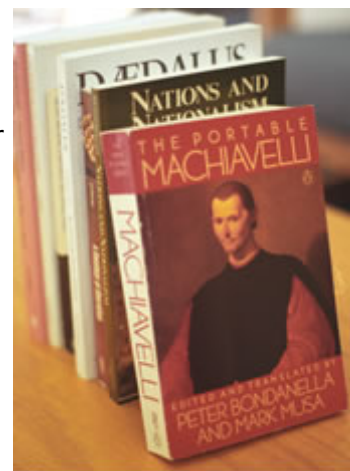
Duff, Brian  
Ph.D., University of California at Berkeley - Political Science.

Assistant Professor

Featherman, Sandra  
Ph.D., University of Pennsylvania-City and Regional Planning; M.A., University of Pennsylvania-City and Regional Planning; B.A., University of Pennsylvania.

Professor

Political science is the study of government, individual and institutional behavior in the public sector, relations among nation-states, and theories of politics. Political science addresses the fundamental issues confronting modern society - globalization, war, inequality, poverty, the environment - and seeks to evaluate the processes, policies, and theories that have been devised to deal with them. The Political Science Program provides basic courses in theory, methods and case studies within the four sub-fields of political theory, comparative politics, international relations and American politics.



### Minor

A student in another department may, with the permission of the Department of Political Science, take a minor within the department upon the completion of 18 hours of coursework in the appropriate field.

### Pre-Law Emphasis

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

The study of law involves many aspects of social life and integrates many fields of study. Judges and lawyers are expected to handle different litigations, ranging from social, to medical, environmental and other applications. Thus, law schools encourage students to have diverse undergraduate majors. UNE students who are majoring in any department can take advantage of the pre-law program.

Although the choice of major is open, law schools expect students to have acquired skills that enable them to think critically, reason logically, and speak and write effectively. The Pre-law Advising Committee will help students build their interdisciplinary program of study that includes not only humanities courses, but also courses in biology, environmental studies, psychology, and management.

**Bachelor of Arts - Political Science**

## Course Descriptions

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Political Science Requirements</b>	<b>37</b>
<b>One of the following:</b>	
PSC 105 - Intro to Political Science: The Politics of Power or	3
PSC 202 - Politics as Social Science or	
MAT 120 - Intro to Statistics	
<b>Three courses (200-level) from the following fields:</b>	<b>9</b>
PSC 200 - Intro to Political Theory	
PSC 201 - Intro to International Relations	
PSC 204 - Intro to Comparative Politics	
PSC 207 - American Political Theory	
<b>One course (300/400 level) in each field:</b>	<b>12</b>
Political Theory	
Comparative Politics	
American Politics	
International Relations	
Political Science Electives	9
Senior Seminar	3
Integrative Essay	3
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

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## Department of Psychology

[Department Website](#)

### College of Arts and Sciences

Corsello, Maryann (Chair) Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science.	Associate Professor
Garvey, Kilian James M.A., University of Toledo - Cognitive Neuropsychology; B.A., Virginia Commonwealth University - Philosophy.	Assistant Professor
Glasier, Marylou M. Ph.D., Rutgers University-Behavioral Neuroscience; M.S. University of Massachusetts-Biochemistry; B.S. Georgian Court College-Biochemistry.	Assistant Professor
Morrison, Linda L. Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical Psychology.	Associate Professor
Rankin, Nancy M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication.	Assistant Professor
Wieselquist, Jennifer Ph.D., M.A., University of North Carolina Chapel Hill-Social Psychology; B.S., College of William and Mary-Psychology.	Assistant Professor
Williamson, Manda Ph.D., Pennsylvania State University - Psychology, Concentration in Psychobiology; M.A., Pennsylvania State University - Psychology; B.S., Lock Haven University of Pennsylvania - Mathematics, Secondary Education; B.A., Lock Haven University of Pennsylvania - Psychology.	Assistant Professor

### Mission Statement

The Department of Psychology offers students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Psychology offers three majors: psychology, psychobiology, and psychology and social relations.

### Psychology Major

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

student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary to be fully admitted as psychology majors. A minimum grade of C- must be achieved in all psychology courses used toward graduation. Students must also complete the University Core mathematics requirement by the end of the first year. The department strongly recommends that students take PSY 225 and PSY 285 in their sophomore year. The department requires that PSY 225 and PSY 285 be completed by the end of the junior year.

The psychology major blends interdisciplinary work with intensive training in psychology to prepare the student for a wide range of professional and academic experiences beyond college. The major draws on the extensive experience of our faculty in the areas of human development and clinical psychology. In addition, the student will be exposed to areas such as social psychology, learning and cognition, and personality theory.

Another theme of the program is research and statistics. Faculty provide a supportive environment in which students learn the thinking skills important to reading and conducting research. Students support each other as well, working in groups on research projects that often are useful to the UNE community. For example, students have engaged in a survey and study of student satisfaction with services on campus and have examined the faculty's awareness of and involvement in learning disabilities of college students.

The core of this major also includes the internship or field experience courses. The internship is a critical part of our students' learning. It is typically started in the third year and must be taken for an equivalent of two courses or six credits. These are divided into an introductory and advanced internship. These experiences provide the student the opportunity to learn experientially and to explore different career directions or different situations within a career area. The internships are also a critical way in which students are exposed to clinical experiences and supervision. Overall, the internship is an important educational experience and it often leads to the first job after graduation for our students. Students more interested in the scientific analysis of behavior may choose to take an advanced research course. This may include a psychology lab course, senior thesis, or research internship.

## Bachelor of Arts in Psychology

## Course Descriptions

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>42-43</b>
Major Courses	42
PSY 105 - Introduction to Psychology	3
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
5 major content courses from the following list:	15
PSY 205 - Abnormal Psychology	
PSY 255 - Social Psychology	
PSY 350 - Theories of Personality	
PSY 365 - Biological Bases of Behavior	
PSY 380 - Learning and Memory	
PSY 381 - Cognition	
Psychology Electives	9
PSY 300 - Psychology Internship I	3
PSY 400 - Internship II or Advanced Research course	3
PSY 405 - Special Topics Seminar	3
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

## Minor in Psychology

Total Credits 18

Consists of Introduction to Psychology, Introduction to Sociology, and an additional four psychology courses at the 200 level or above, not including PSY 220, 270, 225, 285 or 300.

**Programs:**[Bachelor of Arts in Psychology](#)[Minor in Psychology](#)[Bachelor of Science in Psychobiology](#)[Minor in Psychobiology](#)[Bachelor of Arts in Psychology and Social Relations](#)[Minor in Social Relations](#)***Notice and Responsibilities Regarding this Catalog***

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## Bachelor of Science in Psychobiology

[Department Website](#)

### Psychobiology Major

The Department of Psychology in conjunction with the Department of Biological Sciences offers a major in psychobiology. This course of study focuses on the behavior of animals. Courses in the major will be taught by members of both departments and will explore both the biological and psychological bases of animal and human behavior. The major offers a choice of focus of comparative/ethology or behavioral neuroscience.

**Comparative/Ethology** - this major is designed to be an observational/behavioral concept. Students will learn to collect data as to the actions of organisms, and to evaluate this data from a behavioral/ecological/ethological/evolutionary perspective. A comparative/ethology psychobiology major can lead to employment in aquariums or zoos, education, wildlife conservation, research laboratories, or to further graduate training.

-or-

**Behavioral Neuroscience** - this major is designed as a physiological/behavioral concept. Students will learn to collect data as to the actions of organisms and to evaluate this data as to the correlates between behavior and physiological mechanisms. A behavioral neuroscience psychobiology major can lead to employment in pharmaceutical labs, biotechnology, zoos, aquariums, industry, education, medical or veterinary training, or to further graduate training.

### Curriculum

[Course Descriptions](#)

The basic core requirements will be centered on the following for both the C/E and BN specialties with only the chemistry requirement differing. The divergence will occur in differences in further core requirements and choice of electives. A minimum grade of C- must be achieved in all courses used to fulfill the requirements for the psychobiology major.

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

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Basic Core Courses</b>	<b>33-40</b>
PSY 105 - Introduction to Psychology	3
BIO 100 - Biology I	4
BIO 101 - Biology II	4
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
BIO 322 - Comp. Animal Physiology <b>or</b>	4
BIO 245 - GenPrinAnat/Phys/Pathophys <b>and</b>	4
BIO 345 - GenPrinAnat/Phys/Pathophys	5
PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b>	4
PSY 335 - Comparative Animal Behavior	3

PSY 425 - Advanced Experimental lab course	3
PSY 495 - Psychobiology Internship/Research <b>or</b> BIO 495 - Advanced Biological Internship	3-8

Major Requirements in Focus Area (see below)

<b>Psychobiology Focus Areas (select C/E or BN):</b>	<b>C/E</b>
<b>Comparative/Ethology (C/E)</b>	<b>19-26</b>
BIO xxx - Organismal Topic*	3-4
CHE 130 - Principles of Chemistry	4
PSY 362 - Animal Cognition	3
PSY 380 - Learning and Memory	3
PBO electives (see below)	6-12

*\*Organismal Topics Include: BIO 250 Marine Biology; BIO 252 Natural History of Marine Mammals; BIO 319 Ornithology; BIO 330 Comparative Vertebrate Anatomy; BIO 331 Biology of Fishes; BIO 355 Biology of Marine Mammals; PSY 402 Spec Topics Psychobiology.*

<b>Behavioral Neuroscience (BN)</b>	<b>BN</b>
	<b>24-25</b>
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry	5
CHE 310 - Biochemistry	5
PSY 490 - Behavioral Neuroscience	3
PBO electives (see below)	3-4

### **Elective Credit Sufficient for Minimum Total 120**

*The choice of a specialty, within the psychobiology major, of either (a) comparative/ethology or (b) behavioral neuroscience is governed by the core requirements and by the choice of psychobiology electives. Three electives are required for the comparative/ethology focus if the internship is 3-4 credits. If the internship is 5-8 credits, then only 2 electives are required. For behavioral neuroscience, the requirement is 1 elective. Any courses listed that are part of the core requirements for one focus are then electives for the other focus. Further organismal topics may also be used as electives. Other courses may be applied as electives with the approval of the psychobiology program coordinator.*

### **Electives within Psychobiology (\*\*recommended for C/E; \*\*\*recommended for BN)**

BIO 200 - Genetics ***	5
BIO 295 - Biological Internship ** ***	3-4
PSY 440 - Sensation and Perception ** ***	3
PHY 110/PHY 111 - Physics ***	4-8
ANT 101 - Anthropology ** ***	3
PSY 406 - Spec Topics in Psychobiology **	3
BIO 333 - Evolution ** ***	3
PSY 245 - Evolutionary Psychology ** ***	3
PSY 290 - Introductory Experimental Lab in Psychobiology	3

### **Minor is Psychobiology**

<b>Minor in Psychobiology</b>	<b>Credits</b>
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<b>Minor</b>	<b>18-21</b>
PSY 105 - Introduction to Psychology	3
PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b>	4
PSY 335 - Comparative Animal Behavior	3
BIO xxx - One Organismal Topic (see above)	3-4
Psychobiology Elective (see above)	3-4
PSY 380 - Learning and Memory	3

### **Programs:**

<a href="#">Bachelor of Arts in Psychology</a>	<a href="#">Minor in Psychology</a>
<a href="#">Bachelor of Science in Psychobiology</a>	<a href="#">Minor in Psychobiology</a>
<a href="#">Bachelor of Arts in Psychology and Social Relations</a>	<a href="#">Minor in Social Relations</a>

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## Bachelor of Arts in Psychology and Social Relations

[Department Website](#)

### Psychology and Social Relations Major

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

Upon acceptance to the University, students are provisionally admitted as a major in psychology and social relations. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary in order to be fully admitted as psychology and social relations majors. PSR majors must complete Statistics (MAT 120) before the beginning of the second year. Psychology Statistics (PSY 225) must be completed before the end of the second year.

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

All students must complete two internship experiences for a total of six credits. Three credits of internship are taken within the core and three credits of internship are taken within the student's selected area of specialization. Internships are ordinarily taken in the third and fourth years. The first internship helps the student to learn experientially. It also gives them a chance to explore areas of professional, personal or academic interest in an applied setting. The second internship is completed in a setting related to the student's career or graduate study plans.

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

### Bachelor of Arts in Psychology and Social Relations

[Course Descriptions](#)

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>42-43</b>
Psychology and Social Relations Core	39
ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 225 - Psychology Statistics <b>or</b> SOC 225 - Statistics for Social and Behavioral Science	3
PSY 255 - Social Psychology	3
PSY/SOC 285 - Research Methods	3

PSY/SOC 300 - Internship	3
PSY 355 - History and Systems	3
PSY/SOC 400 - Internship	3
SOC 150 - Introduction to Sociology	3
SOC 270 - Classical Sociological Theory <b>or</b> SOC 280 - Contemporary Sociological Theory	3
SOC 350 - Deviance	3
SOC 370 Applied Field Methods in Soc	3
Major Electives	9
One course of Psychology at the 200 level or above	3
One Sociology course from each of the following areas:	
SOC Elective 1: Social Global Studies Course	3
SOC Elective 2: Social Cultural Studies Course	3
Total Credits in PSR Major	48
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

*Note: Requirements for all majors may change slightly over time. All students should check with their advisors for the most up-to-date list of courses required.*

### **Minors in Psychology and Social Relations**

Total Credits 18

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

#### **Programs:**

<a href="#">Bachelor of Arts in Psychology</a>	<a href="#">Minor in Psychology</a>
<a href="#">Bachelor of Science in Psychobiology</a>	<a href="#">Minor in Psychobiology</a>
<a href="#">Bachelor of Arts in Psychology and Social Relations</a>	<a href="#">Minor in Social Relations</a>

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## Department of Sociology

[Department Website](#)

### College of Arts and Sciences

McReynolds, Samuel A. (Chair)

Associate Professor

Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont-History; B.A., University of Virginia-Government and History.

Campbell, Alex

Assistant Professor

Ph.D., M.Phil., University of Cambridge-Criminology; B.A., York St. John-Cultural Studies.

See, Joel

Professor

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

### Mission Statement

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

### Sociology Major

The major in sociology will provide the student with a broad-base exposure to theories and methods, as well as a wide range of current social issues. The student will also receive extensive interdisciplinary work in the fields of anthropology and psychology. These strong academic foundations will prepare the student for a wide range of academic and professional opportunities. Students from this major may choose to continue their education in a wide range of fields including, sociology, social work, law, economics, and environmental studies. Or, they may go directly to work in areas dealing with social deviance and other areas of social service.

In addition to the more traditional approaches to sociology, there are two unique elements to this program. First, students will complete an internship. This will help students explore experiential learning, applications of sociology to the real world, and undertake career explorations. Second, students will participate in a semester-long applied sociology experience. With this experience a student can choose to study abroad, study with the SALT documentary field studies program in Maine, work in a social service agency, or complete an intensive research project.

Overall, this program will provide students with a strong foundation for understanding today's social issues and problems. The student will also have a wide range of skills and experiences that will enhance their future educational and career opportunities as well as encourage them to be a more active and aware citizen.

**Bachelor of Arts in Sociology**

## Course Descriptions

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
Sociology Core	21
SOC 150 - Introduction to Sociology	3
SOC 225 - Statistics for Social and Behavioral Science	3
SOC 270 - Classical Social Theory	3
SOC 280 - Contemporary Social Theory	3
SOC 285 - Research Methods	3
SOC 300 - Internship	3
SOC 370 - Applied Field Methods in Sociology	3
 Sociology Electives	 9
Elective 1 - Social Global Studies Course	3
Elective 2 - Social Cultural Studies Course	3
Elective 3 - 300 or 400 level elective	3
 <b>Applied Sociological Experience</b>	
Option 1 - Study Abroad (Choose One)	9-16
A. Mexico	
B. Central America	
C. Namibia/South Africa	
 Option 2 - SALT Institute (Includes all the following)	 16
A. Approaches to Fieldwork: Social Sciences, Documentary and the Research Process	
B. Independent Field Research.	
C. Field Techniques	
D. Advanced Documentary Skills Courses	
 Option 3 - Internship	 9-16
 Option 4 - Capstone Thesis	 9-16
<b>Total Credits in Major</b>	<b>39-46</b>
 <b>Elective Credit Sufficient for Minimum Total</b>	 <b>120</b>

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

**The UNE Undergraduate Experience at SALT**

The Undergraduate Program at Salt can be thought of as a domestic "study abroad" program. Like semester programs in other countries, the Salt semester serves to complement an undergraduate's campus-based education. It does so by providing the opportunity to spend a semester of study actively engaged in field research and the opportunity to focus for that semester on one of three mediums of documentary expression: nonfiction writing, documentary photography, or documentary radio. The undergraduate program operates within the framework of Salt's graduate program, at a level that allows advanced, qualified undergraduate level students the chance to participate successfully.

Most undergraduates enroll in their junior or senior year at college. They request a range of majors - English, photography, art, sociology, anthropology, history, journalism. Students are able to build significantly upon and extend their campus studies with single-minded focus, undistracted by courses they might otherwise be required to take. For anthropology and sociology

majors, the Salt semester represents the chance to test and challenge their classroom studies with extended fieldwork. For English, photography, and art majors, the Salt semester serves to provide an extended practice of heightening one's craft pushed by the twin demands and publication. For journalism majors, the Salt semester offers an expansion of standard journalism models, allowing students to employ literary and social sciences techniques in an extended study. For other majors, the Salt semester is an opportunity to explore the practical world of oral history and documentary studies.

Fifteen undergraduate credits are earned in the Salt semester. They are awarded directly by the University of New England. Three interdisciplinary courses are taken simultaneously. All are aimed at taking students successfully through the steps of collecting field materials and shaping them as documentary work.

1. **Approaches and Issues in Documentary Studies** - This course introduces students to the central techniques and issues of documentary fieldwork. Students will acquire these skills and the associated critical perspective through attending lectures, critically reading a selection of sociology articles and books, viewing films, participating in class discussions, engaging in field exercises, and writing a mid-stream paper. Students explore the intellectual and moral challenges posed by the research relationship as they learn the basic techniques of collecting and interpreting information; focused participant observation; in-depth interviewing, and assessment of the meanings of local environment (material and natural cultures). The course will also explore ways through which documentaries can strengthen their research skill conceptually; these involve developing bibliographic search and evaluation skills, and utilizing comparison as a technique for enriching the case study method.
2. **Independent Field Research** - In consultation with faculty, students develop their own research topic early in the semester based upon their interests and the viability of pursuing this topic in the context of Maine social life. Students are expected to enter the field as research teams and research their topics through the methodologies of oral history, participant observation, documentary photography, and documentary radio. Students are expected to uphold the highest standards of ethical behavior with their subjects in the field and develop a solid, collaborative working relationship with their research partner throughout all phases of the project. Students present the status of their field research on a weekly basis and discuss their goals and challenges with fellow students and faculty. The Field Research course is fundamentally integrated with the Advanced Documentary Skills course which culminates with final projects that are specific to each of the three tracks of writing, photography, and radio.
3. **Field Techniques** - Students learn the practical technical skills they need to be effective in collecting field materials. Critical analysis of field technique, the collection of radio quality sound, cross-disciplinary analysis of successful interviewing techniques and archival processes are stressed.
4. **Advanced Documentary Skills** - Students enroll in one of the following three tracks in Advanced Documentary Skills:
  - a. **Documentary Radio: Telling Stories with Sound** - Through a variety of hands on applications, students involved with the radio course at Salt learn an assortment of radio production skills: field recording, interviewing technique, writing for radio, digital audio production, and more. During the semester, students listen to many professional productions to develop critical listening skills. Students produce a vox pop (man on the street) and three features, two of which are thematically related. Graduates of the radio program leave Salt with a CD portfolio of their work and a comprehensive understanding of how to tell stories with sound.
  - b. **Advanced Non-Fiction Writing and Editing** - Using Maine subjects, students practice a genre called the "literature of fact" by one of its masters, John McPhee. Combining techniques of field collection and literary interpretation of real subjects, writers create stories about the everyday fabric of life and events through careful observation and listening. Structure, voice, organization, depth of material, redrafting and editing skills are highly emphasized. Students are expected to produce a finished article of publishable quality involving Maine people and places based on their independent field research. This article is submitted to the Salt Magazine and the Salt website for review. A select few will

be published. All students must also glean their article for an excerpt that will accompany photographs in a student exhibit in the Salt Gallery.

- c. **Advanced Documentary Photography** - Students who have mastered basic photographic and darkroom skills are challenged to move towards meaningful documentary, in-depth coverage of their subject matter. They work to acquire both techniques and a sensibility to subjects in their environment. Each student is expected to complete two major photographic narratives. At least one of these projects is completed in partnership with a writer and/or a radio documentation; the second narrative is either completed independently or in another partnership upon the level of the photographer. These photo-essays are primarily visual bodies of work with captions or other explanatory materials. Students also are expected to produce a portfolio of work completed at Salt that demonstrates significant growth over work submitted for admission.

## Minor in Sociology

### Sociology Minor

1. SOC 150 - Introduction to Sociology
  2. Three 3-credit sociology courses at the 200 level or higher
  3. One 3-credit sociology course at the 300 level or higher
  4. One 3-credit sociology course at any level of the student's choosing.
- Other courses may be substituted at the discretion of the faculty.

## Bachelor of Arts in Psychology and Social Relations

### Psychology and Social Relations Major

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

Upon acceptance to the University, students are provisionally admitted as a major in psychology and social relations. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary in order to be fully admitted as psychology and social relations majors. PSR majors must complete Statistics (MAT 120) before the beginning of the second year. Psychology Statistics (PSY 225) must be completed before the end of the second year.

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

All students must complete two internship experiences for a total of six credits. Three credits of internship are taken within the core and three credits of internship are taken within the student's selected area of specialization. Internships are ordinarily taken in the third and fourth years. The first internship helps the student to learn experientially. It also gives them a chance to explore areas of professional, personal or academic interest in an applied setting. The second internship is completed in a setting related to the student's career or graduate study plans.

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

## Bachelor of Arts in Psychology and Social Relations

[Course Descriptions](#)

**Program/Degree Area**

**Credits**

<b>University Core Requirements</b>	<b>42-43</b>
<b>Psychology and Social Relations Core</b>	<b>39</b>
ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 225 - Psychology Statistics <b>or</b> SOC 226 - Statistics for Social and Behavioral Science	3
PSY 255 - Social Psychology	3
PSY 285 - Research Methods	3
PSY/SOC 300 - Internship	3
PSY 355 - History and Systems	3
PSY/SOC 495 - Internship	3
SOC 150 - Introduction to Sociology	3
SOC 270 - Classical Sociological Theory <b>or</b> SOC 280 - Contemporary Sociological Theory	3
SOC 350 - Deviance	3
SOC 355 - Qualitative Social Methods	3
<b>Major Electives</b>	<b>9</b>
One course of Psychology at the 200 level or above	3
One Sociology course from each of the following areas:	
SOC Elective 1: Social Global Studies Course	3
SOC Elective 2: Social Cultural Studies Course	3
Total Credits in PSR Major	48
<b>Elective Credit Sufficient for Minimum Total</b>	<b>120</b>

### **Psychology and Social Relations Minor**

Total Credits 18

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

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## Graduate Programs Administrative Services and Policies

### Graduate Programs

The graduate faculty and the Graduate Council are responsible for the maintenance of appropriate standards for graduate degrees and certificates. The graduate dean reports to the vice president for academic affairs and provides coordination and support for all departments engaged in graduate instruction.

### Graduate Programs Offered:

#### Masters:

[Master of Science in Education](#), College of Arts and Sciences  
[Master of Science-Nurse Anesthesia](#), College of Health Professions  
[Master of Science-Occupational Therapy](#), College of Health Professions  
[Master of Physical Therapy](#), College of Health Professions  
[Master of Science-Physician Assistant](#), College of Health Professions  
[Master of Social Work](#), College of Health Professions

#### Certificates:

Post-Baccalaureate Certificate Programs, College of Health Professions  
[Addictions Counseling](#)  
[Gerontology](#)

College of Health Professions/College of Osteopathic Medicine  
[Certificate of Advanced Graduate Study in Public Health](#)

Post-Master's Certificate Program, College of Arts and Sciences  
[Certificate of Advanced Graduate Study in Education Leadership](#)

#### Professional:

[Doctor of Osteopathic Medicine](#), College of Osteopathic Medicine  
(Information for students enrolled in the College of Osteopathic Medicine can be found in the College of Osteopathic Medicine Catalog)  
[Doctor of Physical Therapy](#), College of Health Professions

### 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  
 Email: [info@wes.org](mailto:info@wes.org)  
 Telephone: 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

Programs of the University of New England have been approved for persons eligible for Veterans Administration Benefits by the Maine State Approving Agency for Veterans' Education Programs. 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.

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

The University of New England classifies student load status for purposes of financial aid (FA), loan deferments, and/or Veterans Administration (VA) educational benefits. Please refer to the [Student Enrollment Status](#) section to determine how the University applies credit hour enrollment to full-time, three-quarters time, or half-time status.

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## **Graduate Programs Administrative Services and Policies**

### **Financial Information**

#### **Graduate Tuition and Fee Rates**

See School/Program for specific information.

#### **Student Malpractice Insurance**

A group insurance policy is purchased and provided by the University of New England for those students involved in clinical training rotations in the amount of \$1,000,000/\$3,000,000. See School/Program for specific fee amount.

#### **General Services Fee**

This mandatory fee is billed to graduate students and provides the following services.

1. Graduation activities including cost of banquet, speakers, and diplomas.
  2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
  3. Orientation activities.
  4. University Health Care services.
  5. Finley Center gymnasium.
  6. Athletic events including intramural programs and all intercollegiate home games.
  7. Transcripts available at no charge.
- See School/Program for specific amount.

#### **Health Insurance**

Graduate students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. Please refer to the insurance brochure for additional information.

#### **Laboratory Fees**

Fees are charged to students who enroll in laboratory, computer, student teaching, or other designated courses. The fee is listed in the official course schedule published at the time of registration. Please refer to semester course schedules for fee structures.

#### **Late Registration Fee**

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

#### **Parking Fee**

Students wishing to park a vehicle on campus must purchase a parking permit at the cost of \$50. Unregistered vehicles will result in a fine of \$25 per incident.

## Payment Options

Students may pay the college charges as they fall due each semester or in accordance with UNE's Monthly Payment Plan. 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.

### Option I: Payment by Semester

Approximately six weeks prior to the start of a semester, bills will be sent for the tuition, room and board, and fees. Payment of this bill is due prior to the start of the semester. The payment due is the total of all the semester charges less any previous payments or financial aid credits.

### Option II: Monthly Payment Plans

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

In addition to these options for payment, UNE accepts Mastercard, VISA, Discover and American Express.

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

### Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

### University Withdrawal

Matriculated students who intend to withdraw from the University must complete official forms available from the program director, Student Affairs Office, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative officers authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the academic dean's office upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

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

#### Fall\Spring\Summer Tuition Refunds

During first two weeks

80%

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

### **Short-Term Courses (3-10 weeks)**

#### **Fall\Spring\Summer Tuition Refunds**

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

MSED and CAGS: After deducting a processing fee of \$35.00

### **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.

### **Leave of Absence**

A leave of absence for a specified period of time, not to exceed one academic year, may be granted to a matriculated student with the authorization of the academic dean, program director or designate upon completion of [Request for Leave of Absence form](#) available from the program office, Student Affairs Office, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Tuition refunds will be subject to withdrawal policy.

It is the responsibility of the student to contact the office of the program director to indicate change of plans.

A student in the military reserves that is called up to active duty will be granted a full leave of absence tuition credit.

### **Refunds - Other Fees**

After registration there shall be no refund of fees.

### **Important Notes**

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. The Board of Trustees, however, reserves the right to make changes in tuition and fees at any time.
3. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. People's Heritage Bank (PHB), which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus. For those students who have PHB checking accounts, ATM transactions are free of charge. Checks may also be cashed daily (\$75 maximum) at the Student Accounts Office on the University Campus.
4. The University offers direct deposit to its students. Students with credit balances can have the excess funds directly deposited in the bank of their choice. The sign-up form is available on the Web at [www.une.edu/hr/pdf/directdeposit.pdf](http://www.une.edu/hr/pdf/directdeposit.pdf).
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.

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## Graduate Programs Administrative Services and Policies

### Financial Aid

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

The following sections provide a brief overview of the programs and procedures. Students looking for more complete information should visit the Financial Aid Web Site at:  
[www.une.edu/financialaid](http://www.une.edu/financialaid).

### Types of Financial Aid: Grant/Scholarship Programs

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

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

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

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

### Federal Student Loan Programs

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

### Alternative Loan Programs

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

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## Graduate Programs Administrative Services and Policies

### 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 services for students in all colleges on both campuses including: athletics (men and women) and recreation; Campus Center, Finley Recreation Center and respective fitness programs; Counseling, Career, Disability, and Multicultural Services; Learning Assistance Service; Proctor Center; Housing and Residence Life; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as an over-all campus resource and liaison to other services including, Dining Services, University Health Care, and campus spiritual and cultural life. Programs and services for graduate students are coordinated by Student Affairs Offices on both the University Campus and the Westbrook College Campus.

Graduate students are strongly encouraged to be involved in the University Community. Students may choose from an array of opportunities to interact with other students, faculty and administrators. Involvement opportunities include volunteering, becoming a member of a University-wide or academic program committee, participating in student government, joining a student club or organization, or simply attending a program or lecture on campus.

You are invited to visit the [Student Affairs website](#) where you will find additional information about life outside the classroom at the University of New England.

### Student Affairs – Westbrook College Campus

The Office of Student Affairs in Hersey Hall on the Westbrook College Campus takes the lead in coordinating programs and support services for graduate and undergraduate students based on that campus. The assistant dean of students and the Student Affairs staff can provide a wealth of information about available resources, activities, and programs.

### Graduate Student Orientation

An orientation session to assist incoming graduate students with their transition to the University is coordinated through the Office of Student Affairs on the WCC for programs based on that campus. With a goal of preparing students for a successful career at UNE, the orientation programs focus on the academic experience, support services, and financial aid. This is a good time, but certainly not the only time, to have questions answered and concerns addressed. Another element of these programs is to introduce students to faculty, administrators, and other new students.

### Co-Curricular Activities and Cultural Opportunities

Campus activities play an important part in the total education of the student at the University of

New England. All members of the University community are encouraged to involve themselves in a variety of activities.

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

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

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

### **Housing and Residence Life**

The Offices of Housing and Residence Life on both campuses are a resource for graduate students. There is limited on-campus housing available for graduate level students on the Westbrook College Campus in Portland. In addition, the Housing Office of the University Campus solicits rental listings from property owners and landlords within commuting distance, and makes those listings available to students. Listings are posted to the website and updated on a regular basis from January through the summer. Because southern coastal Maine is an active tourism area, students looking in the Biddeford and/or coastal areas should be aware that many rentals are available only on a seasonal basis, typically September to May or June, although year-round or flexible listings are also submitted. There is also a process to register roommate requests through both the University Campus and Westbrook College Campus Housing Offices. Students entering graduate programs will receive by mail, prior to the start of the program year, information about housing options and procedures. Visit the [Housing website](#).

### **Student Support Services**

In providing seamless services for students in the areas of psychological and emotional health, academic support, educational and career planning, and equal opportunities in their educational experience, Student Support Services offers the following resources:

- [Counseling Services](#)
- [Career Services](#)
- [Disability Services](#)
- [Learning Assistance Services including tutoring and ESL](#)
- [Multicultural/GLBTQ Services](#)
- [Student Support Services](#)

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

The Campus Center is a 56,000-square-foot facility that encompasses a student union featuring a large lobby meeting area, the Campus Bookstore, Snack Bar (The Hang) and Multipurpose Rooms as well as a sports complex and comprehensive fitness facilities. The facility houses the ExCEL program for students promoting fitness, health, leadership training, social and cultural

opportunities and other resources. In addition, UNE's BodyWISE community health and fitness program has its home at the Campus Center. Visit the [Campus Center website](#).

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

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center, multi-purpose room and locker room facilities. A wide array of recreation, and wellness activities are sponsored in the facility. Activities include basketball, volleyball, indoor tennis and floor hockey, as well as various classes in body sculpting, stress reduction, yoga, pilates, aerobics, tai chi and more. The gymnasium also hosts several community events, including local high school and AAU basketball games, craft fairs, art fairs, blood drives, concerts and community recreational sporting events. Visit the [Finley Center website](#).

### **Recreational Sports – University 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 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 change in response to demand and may include: intramural sports; leagues and tournaments; extramural sports; competitive club sports teams, which may include: men's volleyball, dance team, ski team, tennis, in-line hockey, men's basketball, karate, and swim.

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

All club sports are sponsored by the Undergraduate Student Government and the Club Sport Council. The Club Sports Council consists of individuals who participate in the club sports program. They act as the governing body to all the club sport teams. The Council works directly with the director of recreational sports to offer an extensive club sport program. Visit the [Recreational Sports website](#).

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

There are four student governments within UNE: Student Government Association (SGA - undergraduate) on the Westbrook College Campus; the Undergraduate Student Government (USG) on the University Campus; the Student Government Association (SGA – COM) of the College of Osteopathic Medicine; and the Graduate Student Government.

The Graduate Student Government is comprised of representatives from each of the graduate programs (Nurse Anesthesia, Physician Assistant, Social Work, Physical Therapy and Occupational Therapy, Education and the CAGS Program). All students enrolled in a graduate program are automatically members of this organization. The GSG has multiple purposes and objectives:

1. To provide a forum for discussion of issues internal and external of concern to graduate students.
2. To represent the graduate student interests before the UNE faculty and administration.
3. To participate in the formation of policies and practices regarding graduate students.
4. To foster a broad sense of community among students in graduate programs.
5. To gather and disseminate information of interest to students in graduate programs.
6. To serve as a voice and represent the views of graduate students to the University community and the community at large.
7. To conduct activities that promote the general welfare of graduate students.
8. To represent the views of graduate students to the University Community and the community at large.
9. To provide support and assistance to graduate student organizations.

## The Representative Committee

The Representative Committee is a collaborative group that bridges all student levels (undergraduate, graduate, and medical) and Student Government units within the University of New England. It is made up of the president of each unit of Student Government plus one representative from each, and is chaired by the student trustee.

## Student Trustee and Student Trustee-Elect Positions

The position of student trustee was created by students and approved by the Board of Trustees in 1996. Subsequently, in order to create an equally accessible resource for student populations on both campuses, the Board approved the addition of a second student trustee position starting in 2004. The positions serve as the means by which students play in integral part in the decision making process at the University of New England. The students holding these positions serve as: (1) full-voting trustees representing the entire student body; (2) communicators of University-wide information to students from the trustees; and (3) community builders, bridging all students from all three colleges.

In addition to the student trustee positions, student trustee-elect positions were created. The student trustee-elects will become familiar with the roles and responsibilities of the student trustees in preparation for assuming that position. Visit the [Student Trustee website](#).

## Student Discipline

As in any community, it is necessary for each member of the University community to maintain a constant awareness of the rights of the other person and the majority. When it becomes evident that an individual cannot or will not accept the responsibility for community life necessary for the good of its members and the University, disciplinary action becomes necessary.

Disciplinary (non-academic) action is normally administered under the supervision of the Dean of Students. The process is based on an educational philosophy and is designed to safeguard both the interests of the students and the University community. A full explanation of the University Judicial Process can be found in the Student Handbook at: </studentlife/handbook/default.asp> and specifically at: </studentlife/judicial/default.asp>.

## Student Health Services

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 care.

**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. Visit the [Student Health Services website](#).

## 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 University Health Care on the Westbrook College Campus (716 Stevens Ave., Portland, ME 040103.) Questions about receipt of forms and compliance with state immunization mandates, titers, acceptability, etc., may be directed to University Health Care, extension 4242. 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 business days after the beginning of classes, students may be disenrolled from courses at UNE.

Immunization forms may be found at: </studentlife/documents.html> - scroll down to Immunizations. Visit the [University Health Care website](#).

### **Community Dental Hygiene Clinic - Westbrook College Campus**

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

Services include oral inspections, scaling, x-rays, fluoride treatments, sealant application and counseling for oral care. The clinic operates during the academic year and accepts patients by appointment. Since this is part of a student's educational experience, patients should expect extended appointments approximately two hours in length. For additional information or to schedule an appointment contact the Dental Hygiene Office at extension 4900. Visit the [clinic's website](#).

### **Dining Services**

The University Dining Service Program provides flexible dining plan options for 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. Visit [Dining Services website](#).

### **UNE Library and Information Resources**

#### **Libraries**

The Jack S. Ketchum Library on the University Campus (UC) in Biddeford and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus (WCC) in Portland provide all University of New England students, faculty and staff with these services:

- Libraries homepage: </library>
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases and online catalog
- Over 150,000 volumes
- Over 16,000 print and electronic full text journal titles
- DVDs, videos, compact discs, CD-ROMs, and audiocassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserves
- Interlibrary loan and intercampus delivery
- Maine InfoNet and WorldCat
- GPACU libraries on-site borrowing
- Photocopiers and microfilm reader/printers
- Group and individual study space
- A current UNE ID also serves as a UNE Libraries ID

The Ketchum Library was built in 1970 and renovated and enlarged in 1991. The lower level includes the Media Services department, study rooms with data jacks, and the St. Francis Room that is a general purpose meeting room furnished and designed to hold approximately 90 people. Clusters of public access computers, reference and circulating books, reserve materials, and library offices are located on the main level. Journals, circulating books, and study areas are on

the upper level. Wireless network access is available throughout the UC Library building.

The Abplanalp Library was renovated in 2001. Journals are located on the lower level. Public access computers are available for use on the main level of the Library and in the 24/7 lab that is located within the Library. Reference materials are located on the main level, and the circulating collection and study areas are located on the upper level. The Library also houses the Maine Women Writers Collection, a special collection containing literary, cultural, social, and health and medical history sources representing more than 500 Maine women writers. Wireless network access is available throughout the WCC Library building as well.

The Libraries' staff includes ten professional librarians and six library technical assistants. In addition, undergraduate and graduate students are hired to assist. Students are welcome to utilize either Library. The UNE Libraries' online catalog, electronic databases, and full-text electronic journals and books are accessible via the Web from on-campus and from off-campus. Remote access is beneficial to all students and faculty, and of particular benefit to distance education students and students on clinical rotations. The UNE Libraries are institutional members of the following local, state and national organizations:

- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- EDUCAUSE, the Association for managing and using information sources in higher education
- Greater Portland Alliance of Colleges and Universities (GPACU)
- Health Science Libraries and Information Consortium (HSLIC)
- Medical Library Association (MLA)
- National Network of Libraries of Medicine/New England Region (NNLM/NER)
- New England Library Information Network (NELINET)
- North Atlantic Health Science Libraries (NAHSL)
- Southern Maine Library District (SMLD)

### **Media Services**

Media Services (MS) advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The Department supports both linear and digital editing systems. The University has video conferencing units to communicate between campuses and with other schools and hospitals with such equipment. Department facilities include: live studio production, video, audio, layout, graphics, photo and slide production.

### **Information Technology Services**

Information Technology Services (ITS) 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 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. An integrated University-wide information system handles all administrative functions, including registration, financial aid, etc.

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

All students attending the University who hold a valid UNE photo ID card have access to the Internet in the computer labs and the libraries on both campuses. Students can access the

Internet via wireless or hardwire connections from their laptop computers throughout both campuses.

Web-based e-mail accounts, available through the UNE student Web portal system called Campus Pipeline, are assigned to all matriculating students at the University as part of their Technology Fee. This e-mail account can be accessed from any computer on or off campus that has Internet access.

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. The computer labs and classrooms are open year round and hours are posted outside each facility and can be accessed on the web. UNE computer labs are open for UNE students on a first-come-first-served basis, and are staffed by students when available. Assistance is provided to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computing area; there is no per-page charge at this time.

The UNE Computer Store located in Decary Hall on the UC provides information and pricing for the microcomputer needs of students, staff, and faculty. The University has been able to obtain academic pricing on systems through premium computer manufacturers.

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*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.*

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## **Graduate Programs Administrative Services and Policies**

### **Student Records and Transcripts**

#### **Academic Records**

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

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

#### **Student Conduct Records**

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

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

#### **Student Access and Annual Notification**

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Registration and Financial Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student



believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by the University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

### **Directory Information and Disclosure**

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

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

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

### **Response Time and End-of-Term Processing**

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

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

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

### Transcripts

The following are the policies and regulations concerning transcripts:

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

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

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

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## Graduate Programs Administrative Services and Policies

### General Academic Regulations

*Other academic regulations apply within specific programs. See School/Program section for specific information.*

### Registration

All students will register on the specified days as stated in the University Calendar unless necessary adjustments are made to the calendar. Late registration requires permission of the University Registrar and payment of a late registration fee. On-campus students must confirm their registration (and attendance) at the beginning of each semester by picking up their final course schedule within identified time lines. Instructions regarding enrollment confirmation are mailed to each student. Students who do not confirm their enrollment within the announced time limits are subject to a \$75 late confirmation fee.

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## Certificate of Advanced Graduate Study in Educational Leadership

[Department Website](#)

### College of Arts and Sciences

Hillman, Susan J. (Chair, Education Department) Ph.D., Indiana University-Curriculum and Instruction; B.S., University of Maine at Orono-Elementary Education.	Associate Professor
Bacheller, Dorathy Ph.D., Kennedy Western University; M.A., University of New Hampshire - Clinical Psychology; M.Ed., SUNY at Albany - Educational Administration; M.A., SUNY at Oneonta - History; B.A., Hartwick College - Psychology and History.	Clinical Assistant Professor
Jackson, Bradford CAGS, University of New England - Educational Leadership; M.B.A., Babson College-Business; B.S., Babson College-Math.	Faculty
Jordan, Anne CAGS, University of New England-Educational Leadership; M.Ed., University of Maine at Orono-Literacy Specialist; B.A., Bates College-English.	Faculty
Murphy, David Ed.D., NOVA Southeastern University - Educational Leadership; M.S., Bridgewater State College - School Administration; B.A., Stonehill College - Elementary Education.	Faculty
Powers, Robert CAGS, Northeastern University-Educational Administration; M.Ed., University of Maine at Orono-Educational Administration; B.S., Gorham State College-Education.	Faculty
Prince, Sanford M.S., University of Southern Maine - Professional Teacher/Exceptionality; B.S., University of Maine - Elementary Education.	Faculty
Redfield, Sarah LL.M., Harvard Law School; J.D., Northeastern University School of Law; B.A., Mount Holyoke College.	Faculty
Shuttleworth, William Ed.D., Nova University - Educational Leadership; Certificate of Advanced Studies in Educational Administration, University of Maine; M.S., Troy State University - Psychology; M.S., SUNY at Geneseo - Education; B.S., SUNY at Geneseo - Education.	Faculty
Stirling, Lee Anna Ed.D., Columbia University - Staff/Organizations; M.S., Lesley College - Learning Disabilities/Special Needs; B.S., Syracuse University - Elementary Education.	Faculty

### Overview

The Certificate of Advanced Graduate Study (CAGS) in Educational Leadership is a post-master's

program of study leading to an educational administrative credential and has been designed to offer high-quality, cost-effective, and innovative curricula delivered through an online, Internet format. This program requires completion of ten post-master's courses (30 credits). Emphasis is on developing the knowledge and skills needed by school administrators and other educators who wish to assume significant leadership roles in their schools, educational institutions, and communities. The program meets the Interstate School Leadership Licensure Consortium (ISLLC) standards.

### **Mission**

The mission of the Department of Education is to develop - through research, service, and innovative teaching - reflective teachers and school leaders who are competent and caring lifelong learners.

### **Goals**

The goals of the CAGS program are to prepare students to:

- Administer schools in a humanistic, caring manner.
- Instill a sense of responsibility and ethical decision-making.
- Meet the Interstate School Leadership Licensure Consortium Standards (ISLLC) six standards to enable school educators to obtain administrative certification nationwide. The six ISLLC standards state that a school administrator is an educational leader who promotes the success of all students by:
  1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
  2. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
  3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
  4. Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
  5. Acting with integrity and in an ethical manner.
  6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

### **Program Completion**

To complete the program and receive a Certificate of Advanced Graduate Study in Educational Leadership, you must:

- Satisfactorily complete a minimum of ten 3-credit courses (9 online courses and the residential summer seminar).
- Attend the one-week summer seminar, in residence, at the University of New England campus.
- Maintain a minimum GPA of 3.0.
- Pay all tuition and fees when due.

### **Accreditation**

The CAGS program is authorized to be offered by the Maine Department of Education. As are all

programs at the University of New England, the CAGS program is accredited by NEASC.

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[About CAGS in Educational Leadership](#)

[CAGS in Educational Leadership - Financial Information](#)

[CAGS in Educational Leadership- Admissions](#)

[CAGS in Educational Leadership - Grading](#)

[CAGS in Educational Leadership- Curriculum](#)

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## Certificate of Advanced Graduate Study in Educational Leadership

**College of Arts and Sciences**

[Website](#)

### Admission

#### Application Prerequisites and Procedures

Prerequisites to participate in the Educational Leadership Program include:

1. A sincere interest in continuing professional development as an educational leader.
2. The potential to improve practice through application of new knowledge and skills.
3. Current employment in an educational setting where you have regular access to an environment in which you can apply course concepts and strategies.
4. Experience in a leadership capacity (i.e. team leader, committee chair, department leader, subject-matter coordinator or other relevant leadership role in an educational setting).
5. The ability to pursue challenging online graduate study.
6. Sufficient computer skills to navigate the worldwide web.
7. Owning or having regular access to a computer with internet connection, with the hardware and software requirements described on the CAGS webpage.  
<http://uneonline.org>.
8. Ability to be a positive change agent, maintaining professional ethics and supportive management strategies.
9. Master's degree from a regionally accredited college or university, or recognized master's degree or equivalent from recognized university in an overseas nation.\*
10. Have a minimum of three years' teaching experience in an accredited public or private school.

*\*As a non-matriculated student, you may take up to 12 credits in the CAGS program without having completed a master's degree.*

#### Application Procedures for Admission as a Matriculated Student

Applications for admissions into the CAGS Educational Leadership Program are considered as they are received. A new cohort will begin online every term. Applicants are encouraged to prepare application materials carefully and completely in order to ensure timely action by the Admissions Committee.

The application process to be admitted to the program consists of the following steps:

1. Complete the Certificate of Advanced Graduate Study in Educational Leadership application

forms (available in paper or online) and submit to UNE no later than 45 days prior to the start of the term (i.e., August 15, December 15, and April 15).

2. Submit the non-refundable application fee of \$40. The fee must be in U.S. funds and may be submitted by check, money order, or credit card.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.
4. Write a personal goal statement that addresses the following:
  - a. Your experience as a teacher and/or administrator.
  - b. Your experience in leadership roles, including your personal style of leadership.
  - c. Your interest in further graduate study.
  - d. Your capacity to succeed in a distance learning format.
  - e. Your post-CAGS professional goals.
5. Arrange to have three letters of recommendation from professional educational colleagues, written on institution/organization letterhead, with accompanying recommendation forms sent to the CAGS Office (letters should substantially address the applicant's qualifications for CAGS study; one letter must be from a supervisor).\*

Letters of recommendation (and the accompanying forms) are very important components to your application. You may wish to select your references carefully and discuss with each one of them the importance of providing substantive recommendations that address the criteria. References from friends, family members, or religious leaders are not appropriate for the CAGS program.

6. Provide evidence of at least three years of teaching or administrative experience in an educational institution.
7. International students must supply an official TOEFL Score of 550 or higher or an official minimum Cambridge Test score at level 6. You must also have all of your post-secondary transcripts translated into English (if needed) and officially evaluated by the World Education Service in New York City. These materials are part of your application packet and must be submitted before your application can be considered for admission.

### **Evaluation Criteria for Admissions**

The Admissions Committee reviews all materials and correspondence in its evaluation of applications. The following criteria will be used to evaluate your personal goal statement and letters of recommendation.

1. There are indications of leadership potential.
2. There are indications of a desire for professional improvement and growth.
3. The writing conveys excitement of learning and leading.
4. There is evidence of compatibility with the distance-learning format.
5. The writing is organized, cohesive, and cogent.
6. There is evidence that the applicant is willing to apply new ideas and techniques.

### **Application Procedures for Admission as a Non-Matriculated Student**

Students who do not wish to seek the Certificate of Advanced Graduate Study may enroll in an individual course. Students may take up to four courses as a non-matriculant.

To seek enrollment as a non-matriculated student, please make sure to do the following:



1. Complete the Application form for Certificate of Advanced Graduate Study.
2. Submit the non-refundable application fee of \$40. The fee must be in U.S. funds and may be submitted by check, money order, or credit card.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.
4. Submit a personal/professional goal statement indicating:
  - a. Your reasons for enrolling in CAGS courses. (please specify which courses).
  - b. Your ability to succeed in an online format.
  - c. Your professional goals and how CAGS courses will help you meet these goals.

### Admission Deadlines

Application forms (available in paper or online at <<http://uneonline.org>>) for the Educational Leadership Program must be submitted to UNE no later than 45 days prior to start of the term in which you wish to enroll.

Term	Application Deadline	Beginning of Term
Fall Term	August 15	October 1
Spring Term	December 15	February 1
Summer Term	April 15	June 1

\*An application/information packet can be obtained by mail from:  
 CAGS in Educational Leadership  
 University of New England  
 11 Hills Beach Road  
 Biddeford, ME 04005

### Interviews

Interviews are not required to gain admission into the CAGS program.

### Advanced Placement

Advanced placement is not an option in the CAGS program, but six credits of graduate work beyond a master's degree maybe considered as transfer credits toward the certificate. See section entitled "[Credit Transfer](#)."

### Immunization

University policy and Maine state law require that immunization documentation be submitted prior to your matriculation. The CAGS staff realizes that this law appears to have no relevance to an online program. However, all CAGS students will be on campus during their program of study and the law requires that the form be on file before you start classes. Please help us by completing and returning the form immediately.

This process requires that you take the Confidential Immunization Questionnaire form to your own primary health care provider for completion and a signature, and return the form to the Westbrook College Campus Student Health prior to matriculation. Please note that the Confidential Immunization Questionnaire is the only form on which the required information may be submitted.

The immunization information requested will only be used to document the University of New England's compliance with state law and University program requisites. Information submitted regarding your health status will not be released without your informed consent.

On the form, list immunization records. This is required of all students regardless of the program for which you have been accepted. Two doses of the MMR vaccine may be substituted for the

individual measles, mumps, and rubella vaccine. Proof of immunity on the basis of having had the disease requires a titer for all students born after 1956. Immunization dates must include both month and year and each titer result must be reported in the same date format and verified for accuracy by the health care provider signing the attestation statement on your form.

Please be certain that your primary health care provider signs the completed form including the statement of health. By signing this form, your health care provider is officially verifying the accuracy of the information from available records as stated on the form. A health care provider's signature does not indicate that he/she personally administered any vaccines except where deficiencies existed in comparison to the stated requirements.

University policy and State of Maine law states that students attending a postsecondary school as a candidate for a degree, diploma, or a graduate certificate cannot be enrolled in or attend school without required proof of immunity. Only two situations warrant exception to this policy:

1. The student presents the school with a letter from a physician on his or her letterhead stating that an immunization against one or more of these diseases is medically inadvisable.
2. The student states in writing an opposition based on a sincere religious belief or for strong moral, philosophical, or other personal reasons.  
In either of the above cases, the Immunization Waiver Form should be completed and returned to Westbrook College Campus Student Health in lieu of the immunization form.

### **Credit Transfer**

Upon acceptance to the CAGS program, you may apply to transfer up to two 3-credit graduate level courses (maximum of 6 credits) into the Post-Master's Certificate in Educational Leadership Program. The courses for which you are requesting transfer credit must meet the following criteria:

- a. Must be graduate-level courses taken after the receipt of your master's degree.
- b. Must have been taken within the last five years.
- c. Must have been taken at an accredited college or university.
- d. Must have a grade of B' or higher.
- e. Must be equivalent to courses required in the CAGS program.

To request consideration for transfer credit, you must provide an official transcript, a course syllabus and outline, and a succinct statement justifying the course equivalency of the course (or courses) for which you are requesting transfer credit. Materials will be reviewed by CAGS faculty. Transfer credit is awarded at the discretion of the faculty and the Admissions Committee.

Individuals who have completed 12 CAGS credits as a non-matriculated student, may complete the balance of their certificate if they apply and are accepted as a matriculated student in the certificate program.

The Leadership, Professional Responsibilities, and Ethics Seminar cannot be satisfied through transfer credit.

### **Re-enrollment in the CAGS Program**

Students who have withdrawn from the CAGS program, either self-initiated or administrative withdrawal, must reapply to the program if they wish to continue their studies. The application procedures, academic policies, and program requirements that are in effect upon re-enrollment will apply to the student's program upon re-enrollment.

Students who re-enroll following withdrawal will have their previous coursework evaluated for applicability to the existing academic requirements. Coursework that is more than five years old will not be accepted for credit in the CAGS program.

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## Certificate of Advanced Graduate Study in Educational Leadership

### College of Arts and Sciences

#### Curriculum Leads to Professional Credential

[Course Descriptions](#)

The Certificate of Advanced Graduate Study in Educational Leadership curriculum consists of nine 3-credit online courses and a one-week residential summer seminar. Eight courses are required. Two courses will be selected as electives. A minimum of ten 3-credit courses must be taken to be awarded the certificate. The particular program of study you choose depends upon what requirements exist in the state where you work or seek certification as an educational administrator.

The University of New England's Certificate in Educational Leadership curriculum is designed to apply as broadly as possible to requirements throughout the country, meeting basic ISLLC (Interstate School Leadership Licensure Consortium) standards. However, it is the responsibility of the candidate to confirm what course content is needed in the state in which certification is sought.

#### UNE's CAGS program requirements are:

- EDU 701 - Educational Leadership
- EDU 702 - School Law
- EDU 703 - Educational Change/School Reform
- EDU 704 - Supervision and Evaluation of Instructional Personnel
- EDU 705 - Leadership, Professional Responsibilities, and Ethics Seminar
- EDU 706 - School Community Relations & Communications
- EDU 707 - Instructional Leadership
- EDU 711 - Internship I
- EDU 715 - Organizational Theory and Strategic Planning
- One elective at 700 level

#### UNE's CAGS program electives are:

- EDU 708 - Technology for Today's Educator - A Philosophical Discussion
- EDU 709 - School Finance
- EDU 712 - Internship II
- EDU 713 - Independent Study
- EDU 714 - Diversity and Special Populations
- EDU 716 - Human Resources, Facilities Management, & Transportation Management
- EDU 718 - Educators & Government
- EDU 719 - Advanced Topics in Educational Law
- EDU 720 - Special Education Law

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## Certificate of Advanced Graduate Study in Educational Leadership

### College of Arts and Sciences

#### Tuition

##### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee ( <i>one-time, non-refundable</i> )	\$80
Tuition per credit hour*	\$405

*\*Tuition is charged per course and is payable in full at the beginning of each semester.*

CAGS students who drop a course after registration will be assessed an additional processing fee of \$35 which will be deducted from their eligible refund. Additional costs will be incurred for accommodation, board, and general services related to EDU 705, Leadership, Professional Responsibilities and Ethics Seminar. The cost for accommodation and board are determined annually.

#### Financial Aid

Financial aid may be available in the form of Federal Student Loans. Students should contact the Office of Financial Aid for further information, by calling (207) 283-0170, extension 2342 or visit the [Financial Aid website](#).

#### Grading Policies

Faculty establish their individual grading criteria and grading scale in courses which they teach.

Students must maintain a minimum cumulative GPA of 3.0 ("B"). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. A student receiving an "F" must register and pass the failed course with a grade of "C" or better before registering for any additional credits.

Students are expected to complete all coursework on the appointed date of the term. In extenuating circumstances, students may petition the faculty mentor in writing for an incomplete grade ("I"). The petition must indicate a reason for requesting an incomplete and must include an expected date of course completion, not to exceed four weeks following the end of the term. All requests for an incomplete grade must be reviewed and signed by the program director/chair of the Education Department.

Each participant's cumulative academic record will be reviewed after 12 credits have been completed and/or before attendance at the Leadership, Professional Responsibilities, and Ethics Seminar held on-campus in the summer. If the quality of work completed at that point is inadequate and leads the Academic Review Committee to conclude that the participant is unlikely to satisfactorily complete the program, the student will be counseled to terminate studies in this program.

## Academic Honesty

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the dean of the appropriate college. Academic dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action that destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research materials, ideas, or the language of other persons or writers and the submission of them as one's own.

It is expected that students will accurately and correctly document all academic resources. APA format is the preferred style for citing sources and establishing a bibliography. If you are unfamiliar with what constitutes plagiarism, please do an online search to acquaint yourself with all of the components of plagiarism. You may also check the [Georgetown University Honor Council](#) for a plagiarism description.

Documented instances of academic dishonesty will be reviewed by UNE administrators. Violation of the academic honesty policy will result in a grade of F' being issued for the course involved. A student who has violated the academic honesty policy may also be dismissed from the CAGS program and UNE.

## Change of Address, Name, or Phone

Students are responsible for notifying the University of New England CAGS Office and Registrar's Office of name, address, phone, and email changes through the [Change of Address, Name, or Phone Form](#).

## Students With Disabilities

Students with disabilities who require accommodations or modifications should communicate their needs to the Director, Office of Students With Disabilities, University of New England, 11 Hills Beach Road, Biddeford, ME 04005.

## Technical Support

Students who require assistance with access to online course materials and information should address their computer access questions/problems to the staff at eCollege.com. A technical support telephone number will be provided to students who matriculate in the online CAGS degree program.

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## Certificate of Advanced Graduate Study in Public Health

### College of Osteopathic Medicine/College of Health Professions

[Department Website](#)

Tipton, Meredith L., Director Ph.D., Lasalle University, M.P.H., University of Michigan; B.S. University of San Francisco.	Associate Dean, Division of Community Programs, COM
Beaulieu, Ellen Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii	Associate Dean, CHP
Most, Ivan Sc.D, University of Massachusetts Lowell; P.E., Registered Professional Engineer; M.S.M.E., Rensselaer Polytechnic Institute; B.S.M.E., University of Massachusetts	Course Coordinator
Prue, Christine Ph.D., University of Maryland, College of Health and Human Performance; M.S.P.H., University of Massachusetts; B.S., University of Maine at Orono	Course Coordinator
Snyder, C. William D.D.S., State University of New York School of Dental Medicine; Ph.D., University of Denver; M.S. University of New Hampshire; B.S. Clarkson University	Assistant Professor/CAS
Sonnenfeld, Nancy Ph.D., University of North Carolina at Chapel Hill; M.S.P.H., University of North Carolina at Chapel Hill; B.A., University of Chicago	Assistant Professor/COM

### Overview

The Certificate of Advanced Graduate Study (CAGS) in Public Health is an 18-credit-hour self-directed program offered by the University of New England with emphasis on the core courses for public health study. The Certificate of Advanced Graduate Study in Public Health is designed to provide graduate-level education in the disciplines associated with public health to working adults, traditional students, health professionals and medical students. The format includes web-based distance learning, part-time capability, on-campus summer-intensive course, and other aspects to make the program both flexible and useful to students interested in graduate-level education in public health, regardless of where they live.

A key element of the program is that students, who complete the CAGS in Public Health in good standing, may choose to articulate to a full MPH program at either A.T. Still University or the University of New Hampshire.

The CAGS in Public Health is an 18-credit certificate program that includes the following required courses:

1. Public Health Administration: A Systems Approach (3 credits)

2. Biostatistics (3 credits)
3. Principles of Epidemiology (3 credits)
4. Social and Behavioral Health (3 credits)
5. Introduction to Environmental Health (3 credits)
6. Integrating Public Health Practicum (3 credits)

### **Mission Statement**

The Division of Community Programs is an interface between the communities that we serve at the local, state, regional and national levels and the College of Osteopathic Medicine. Our mission is to ensure the delivery of the highest quality academic education, research, advocacy, and service to improve the health of populations.

### **Vision Statement**

The Division of Community Programs will be a state, regional, and national leader by improving the quality of life through the delivery of innovative graduate public health education, research and community health programming.

### **Goals**

1. Provide students with an introduction to the basic knowledge skills and values necessary for individuals engaged in professions related to public health.
2. Provide a program that is: population-based, community-oriented, based on a concept of social justice, provides a multi-cultural perspective, is multi-disciplinary, highlights public/private linkages, and is based on the attainment of defined student competencies.
3. Provide a program that is a value-added degree to health professional students and graduates.
4. Provide a program that meets the needs of professionals working in public health-related areas seeking advanced training and credentials.
5. Provide a program that is convenient in its delivery and accessibility.

### **Accreditation**

The Certificate of Advanced Graduate Study in Public Health is an accredited program approved by the Maine State Board of Education and the New England Association of Schools and Colleges.

### **Links**

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## Certificate of Advanced Graduate Study in Public Health

### Admission

[Department Website](#)

Applications for admissions into the CAGS in Public Health are considered as received, and course work can begin with the next course offered following admission. Applicants are encouraged to prepare application materials carefully and completely to ensure timely action by the Admissions Committee.

### Admission Prerequisites

Prerequisites to participating in the CAGS in Public Health include, but are not limited to:

- A sincere interest in continuing professional development and a role in public health.
- The potential to improve practice through application of new knowledge and skills.
- Current employment in a setting conducive to applying course concepts and strategies.
- The ability to pursue rigorous graduate study.

### Admission criteria for the CAGS in Public Health Program

- Bachelor's degree from a regionally accredited undergraduate institution or international college or university with a major that is relevant to the student's professional goals.
- Undergraduate overall GPA of 3.0.
- College-level courses in mathematics **and** science or satisfactory completion of a graduate level course in mathematics **or** science. **In lieu of college-level courses in either,** students may transmit GRE subject test scores in mathematics or science, or GRE quantitative ability score.
- Potential to improve practice through application of new knowledge and skills.  
Technology Requirements: Students are expected to have access to the Internet and computer audio capability. Courses in the CAGS in Public Health Program are delivered by WebCT (online format with audio).

### Application Procedures

Application procedures to be admitted to the program consists of the following steps:

1. Complete the CAGS in Public Health application forms and submit to UNE Admissions Office.
2. Submit the non-refundable application fee of \$40. The fee must be in U.S. funds and may be submitted by check, money order, or cash.
3. Goal statement (500-700 words) that describes: personal development and future professional goals, relevant professional experience, and interest in graduate study in public health. Please include a current curriculum vitae (optional for students who recently completed their undergraduate graduation).
4. Arrange to have three letters of recommendation and accompanying recommendation forms sent to the CAGS in Public Health Program Office (one must be from a supervisor or recent faculty member in Math or Science), substantially addressing the applicant's qualifications for CAGS in Public Health study.
5. Submit official transcripts of all post-secondary attendance. International students must

submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.

*International students must provide an official TOEFL Score of 550 or higher, paper test; 213 or higher, computer; or an official minimum Cambridge Test score at level 6. Also required are official post-secondary transcripts, translated into English (if necessary). It is recommended this evaluation be conducted and sent by World Education Services, Inc., of New York City. These materials must be submitted before applications can be considered for admission.*

### **Immunization Policy**

University policy and Maine State law requires that immunization documentation be submitted upon acceptance into the CAGS in Public Health Program. A Confidential Immunization Questionnaire will be sent to students once admitted. The completed questionnaire must be returned prior to beginning the first course.

### **An application/information packet can be obtained by mail from:**

CAGS in Public Health Program Office  
University of New England  
11 Hills Beach Road  
Biddeford, ME 04005

### **Non-Matriculated Student**

Students who do not wish to seek the CAGS in Public Health may enroll in individual courses. Students may take up to a maximum of two courses as a non-matriculant. Students wishing to take more than two courses in the CAGS in Public Health Program must apply to UNE and be accepted into the CAGS in Public Health Program prior to enrolling for the third course. **Students cannot move from non-matriculated to matriculated status within the same semester.**

To enroll as a non-matriculated student, a completed course registration form is all that is required. This enrollment form enables students to enroll in two CAGS in Public Health courses without formal admission to the CAGS in Public Health Program.

Matriculated students will be given priority over non-matriculated students in cases where courses are filled to capacity.

There is no application fee; however, students admitted under this status will pay an additional program fee of \$25 per term.

*UNE undergraduate seniors in good standing may, with permission of their faculty advisor and the CAGS in Public Health Program Director enroll in two courses. Students will pay the CAGS in Public Health tuition and program fee.*

### **Transfer Credit**

Upon acceptance to the Certificate of Advanced Graduate Study in Public Health Program, students may apply to transfer up to two, 3-credit graduate-level courses (a maximum of six credits) into the program. Transfer courses must:

- a. Be classified as graduate-level.
- b. Have been taken within five years of application.
- c. Be from a regionally accredited institution.
- d. Have a grade of B or better.
- e. Be equivalent to required program courses.

*To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and a succinct statement proposing justification of equivalency for the course (or courses). Materials will be reviewed for equivalency recommendation by CAGS in*

*Public Health faculty. Transfer credit is awarded at the discretion of the CAGS in Public Health Program director or designee.*

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## Certificate of Advanced Graduate Study in Public Health

### Program Objectives

[Department Website](#)

The UNE/CAGS in Public Health curriculum competencies are founded upon core competencies proposed in 1997 by the Council on Linkages Between Academia and Public Health Practice to guide educational institutions in developing their curricula for graduate education in public health. The UNE/CAGS in Public Health Program competencies are:

1. **Analytical Skills: Developed through Principles of Epidemiology and Biostatistics courses along with other learning experiences throughout the curriculum.**
  - a. Define a problem.
  - b. Determine the appropriate use of data and statistical methods.
  - c. Select and define variables relevant to defined public health problems.
  - d. Evaluate the integrity and comparability of data and identify gaps in data sources.
  - e. Understand how data illuminate ethical, political, scientific, economical, and overall public health issues.
  - f. Understand basic research designs used in public health.
2. **Communication Skills: Developed via term papers, written projects, class presentations, group projects, and core course work along with other learning experiences throughout the curriculum.**
  - a. Communicate effectively both verbally and in writing.
  - b. Present demographic, statistical, programmatic, and scientific information accurately and effectively.
  - c. Solicit input from individuals and organizations.
  - d. Lead and participate in groups to address specific issues.
3. **Population Development/Program Planning Skills: Developed through Public Health Administration: A Systems Approach, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
  - a. Collect and summarize data relevant to an issue.
  - b. State policy.
  - c. Articulate the health, fiscal, administrative, legal, social, and political implications of policy options.
  - d. State feasibility and expected outcomes of policy options.
  - e. Decide on the appropriate course of action.
  - f. Write a clear and concise policy statement.
  - g. Develop a plan to implement the policy, including goals, outcome and process objectives, and implementation steps.
  - h. Translate policy into organizational plans, structures, and programs.
  - i. Identify public health laws, regulations, and policies related to specific programs.
  - j. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.
4. **Cultural Skills: Developed through Principles of Epidemiology, Social and Behavioral Health, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**

- a. Identify the role of cultural, social and behavioral factors in determining disease, disease prevention, health promoting behavior, and medical service organization and delivery.
- 5. Basic Public Health Science Skills: Developed through Public Health Administration: A Systems Approach, Epidemiology, Social and Behavioral Health, Introduction to Environmental Health, Biostatistics, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
- a. Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
  - b. Understand research methods in basic public health science.
  - c. Apply the basic public health sciences including both behavioral and social sciences, Biostatistics, and Epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries.
  - d. Understand the historical development and structure of federal, state, and local public health agencies.
- 6. Financial Planning and Management: Developed through Public Health Administration: A Systems Approach, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
- a. Develop strategies for determining budget priorities.
  - b. Analyze proposals for external funding.
  - c. Monitor program performance.
  - d. Apply basic human relations skills to the management and organizations and the resolution of conflicts.
  - e. Understand the theory of organizational structure and it's relationship to professional practice.
- 7. Ecological Health Skills: Developed through Introduction to Environmental Health and Principles of Epidemiology courses along with other learning experiences throughout the curriculum.**
- a. Understand the dynamic forces contributing to ecological health, including climate, poverty, and development at the local, regional and global scales.
  - b. Understand the epidemiological significance of ecological health and the interdependence of human societies with the rest of nature.
  - c. Understand the wide range of temporal and spatial scales relevant to the direct and indirect effects of ecological changes to human health.
  - d. Understand the magnitude of scientific uncertainty regarding the causes and effects of global and regional climate change, biodiversity and chemical pollution and the understanding and ability to invoke the precautionary principle to protect public health.
  - e. Identify the role of change in ecology, such as those related to changes in land use, demography, social relations and technology (including biotechnology), in determining disease, prevention, health promoting behavior, and health services organizations delivery.
  - f. Understand and be able to identify the hazards that exist in the environment that affect the health of the individual. This will include the ability to recognize these issues in the occupational setting and propose the controls that limit exposure and risk.

### Practicum

Students employed in applicable public health settings are encouraged to use their own worksite for field placements. Additionally, a variety of organizations have indicated support for this program and a desire to serve in this capacity. The City of Portland Public Health Division, Healthy Community Coalitions, Maine Center for Public Health, Anthem Blue Cross Blue Shield and the Maine Bureau of Health, Divisions of Community Health and Family Health have offered to be field placement sites.

### Sample Projects in Which CAGS in Public Health Students Could Engage

1. Work on background and need sections of major federal grant proposal.
- 2.



Development of program website.

3. Strategic identification of partners and locations for distribution of outreach materials targeting at risk population.
4. Development of county-specific data highlights.
5. Focus groups of women for women's health plans
6. Analysis of sources of primary and secondary health data.
7. Development of adolescent health surveillance system.
8. Analysis of sources of data on older women's health; recommendations of joint projects to improve health status of older women.
9. Research and analysis for policy statements, legislative drafts and position papers.
10. Design of surveillance system.
11. External reviewer for public health programs.
12. Program evaluation design and analysis.
13. Technical writing.
14. E-health projects.

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## Certificate of Advanced Graduate Study in Public Health

### Tuition and Fees

[Department Website](#)

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

#### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee (One Time Only)	\$160
Tuition per credit hour*	\$450

*\*Tuition is charged per course and is payable in full at the beginning of each semester along with fees.*

*Other expenses vary according to each course in regards to textbooks, software, lab fee, and housing. Contact the [Certificate of Advanced Graduate Public Health](#) office for more information.*

### University Withdrawal

Matriculated students who intend to withdraw from the University must complete official forms available from the program director, Student Affairs Office, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative officers authorities. Student responsibilities include: (a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; (b) return of University identification (ID) card to the Office of Student Affairs; (c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the academic dean's office upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

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

#### Short-Term Courses (3-10 weeks)

During the first week	40%
During the second week	20%
Over two weeks	No Refunds

\* \$25 registration fee per semester for nonmatriculated students is nonrefundable.

### Financial Aid

Matriculated students in the CAGS in Public Health Program who are enrolled for at least 3 credits per semester may be eligible to receive financial assistance in the form of federal student loans. These loans may be used to pay the student's institutional charges each semester. For additional information, please contact the Financial Aid Office at (207)283-0170 extension 2342 or visit the [Financial Aid Office website](#).

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## Certificate of Advanced Graduate Study in Public Health

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### CAGS in Public Health Course Grading Scale

A	94-100 pts.	Outstanding
A-	90-93 pts.	Excellent
B+	87-89 pts	Competency achieved to high standard
B	84-86 pts.	Competency achieved
B-	80-83 pts.	Satisfactory competency

*Grades of below B-/80 pts. are considered marginal and a failing grade.*

### Grading Policies

Students must maintain a cumulative grade-point-average (GPA) of 3.0 (B) or better. Failure to do so will result in academic probation and possible termination from the program.

Students receiving a grade below B- (80 pts) in any course will be immediately placed on academic probation in the CAGS in Public Health Program. A student receiving a grade below B- (80 pts) has the option to re-enroll and repeat the course to achieve a grade of B- (80 pts) or better. Students repeating the course, must complete the registration form and pay the tuition.

### Repeat Course Policy

Courses in the CAGS in Public Health Program are offered once per year. If a student fails to meet the minimum required grade (B-), s/he is allowed to repeat the course: however, s/he must wait until the next time that course is offered in the CAGS in Public Health Program schedule. Students repeating the course, must complete the registration form and pay the tuition.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester and academic period in which they are enrolled.

### Incomplete Policy

Students are expected to complete all course work by the appointed end date of the term or course. Under extenuating circumstances, a student may petition the course instructor and program director or designee, in writing, for a temporarily-assigned Incomplete (I) grade. The petition must include an expected date of course completion, not to exceed four weeks following the end of the term and/or course. The I grade must be changed within the time limit imposed by the course instructor, but no more than four weeks following the end of the semester or four weeks following the end of a CAGS in Public Health course. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

### Audit Policy

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

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## Certificate of Advanced Graduate Study in Public Health

### Academic Policies

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In general, policies and procedures that have been developed for graduate and professional programs apply to the University of New England CAGS in Public Health Program. Students taking courses are expected to follow these policies and requirements in regard to registration and matriculation.

### Academic Regulations

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the dean of the appropriate College. Academic dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action which destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

### Students with Disabilities

See the [Administrative Services and Policies](#) section of the catalog for specific information.

### Program Completion

To qualify for completion of the program and receive the Certificate of Advanced Graduate Study in Public Health students must:

- Satisfactorily complete 18 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the CAGS in Public Health faculty for graduation.
- Completed the required 18 credits within four consecutive years.
- Have no outstanding financial obligations to the University.

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## Certificate Programs in Addictions Counseling and Gerontology

**College of Health Professions**

[Department Website](#)

### 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.

[Addictions Counseling Certificate Program](#)

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## Addictions Counseling Certificate Program (ACCP)

**College of Health Professions**

[Department Website](#)

### Faculty

Courses are taught by faculty with expertise in addictions and by licensed practitioners from area agencies, organizations, and private practice. These professionals share their expertise, recent developments in addictions theory, and clinical methods.

Pamela Arnsberger, Ph.D.

Marcia Cohen, Ph.D.

Kate DeLois, Ph.D.

Clay Graybeal, Ph.D.

David Johnson, Ph.D.

David Mokler, Ph.D.

David Prichard, Ph.D.

Joanne Thompson, Ph.D.

### Program Overview

The School of Social Work (SSW) offers a Certificate of Graduate Study (CGS) in its Addictions Counseling Certificate Program (ACCP). Matriculation in the Master's of Social Work (MSW) Program is not required for the ACCP. Students enrolled in both the MSW program and the ACCP program may receive the MSW degree and a CGS in Addictions Counseling. CEUs are available.

As an extension of the MSW program, the ACCP focuses on developing expertise in addictions counseling and leads to the Certificate of Graduate Study (CGS) in Addictions Counseling. It builds on elective courses in the MSW program and incorporates a clinical component.

This certificate is aimed at MSW students, alumni, and other professionals seeking to expand their clinical expertise, as well as individuals seeking to develop careers focused on addictions counseling. Students develop their clinical practice skills through case conferences, case discussions, and role playing. Both descriptive and prescriptive theories, diagnostic classification systems, and agency treatment models are examined from a critical perspective. Students are provided with on-going opportunities to process course material and to critically reflect on their practice.

The curriculum is designed so that the certificate can be completed within one year and within the MSW course of study. The certificate requires 18 credits, but with careful selection of existing School of Social Work elective courses, MSW students can complete the program within the MSW curriculum. Credit for previous course work is evaluated on an individual basis. MSW students enrolled in the ACCP may plan for a portion of their field experience to be addictions related and supervised by an addictions professional.

The Addiction Counseling Certificate curriculum is designed to meet the educational requirements for licensure as alcohol and drug counselors (LADC) in the State of Maine. Students completing the certificate also meet the academic requirements of the International Certification Reciprocity Consortium (ICRC), of which Maine is a member. ICRC is a reciprocal license recognized in all states and countries that are members.

## Program Objectives/Outcomes

1. To prepare students to practice in the field of addictions to carry out professional roles and responsibilities consistent with the values and ethics of addictions-based practice.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape the addictions field, policies and programs, and their impact on different client systems.
3. To provide students with the knowledge and skills in addictions assessment and treatment to identify and build upon the strengths of client systems at multiple levels.
4. To provide students with the knowledge and skills in addictions necessary to produce effective interventions with people from diverse backgrounds, experiencing different kinds of addictions-related problems, across different settings.
5. To help students develop and implement professional addictions practice relationships based upon empowerment and connection 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.

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## Addictions Counseling Certificate Program (ACCP)

**College of Health Professions**

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### Admissions Requirements

The Addictions Counseling Certificate Program is offered at the post-baccalaureate level and awards the certificate of graduate study upon successful completion of the 18-credit hour curriculum. Students are required to hold a bachelor's degree from an accredited institution. A complete admissions application contains the following materials:

1. A completed application form.
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate and graduate, if applicable, from accredited college(s) or university(ies).
3. If not a current UNE student, an application fee of \$40.

### Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. Individuals may be admitted into the ACCP throughout the academic year and summer.

### 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 credit hours can be transferred toward required courses in any certificate program.
4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Addictions Counseling or Gerontology Certificate Program coordinator or designee with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

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## Addictions Counseling Certificate Program (ACCP)

**College of Health Professions**

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### Course Schedule

Each course is three credits unless otherwise designated and may be offered on the Westbrook College Campus (WCC) in Portland or the University Campus (UC) in Biddeford. During the academic year courses are offered one evening per week. [Course Descriptions](#)

### Tuition and Fees

The following tuition rate applies to students enrolled in the ACP or MSW students who elect to enroll in ACP course work beyond the 64 required credits for the MSW degree. Tuition and fees for subsequent years may vary. Other expenses include books and housing.

#### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee	\$160
Tuition per credit hour*	\$375
Parking Fee	\$50
Materials Fee/per course	TBD

*\*Tuition is charged per course and is payable in full at the beginning of each semester along with the course textbook and any materials fee.*

*For more information regarding tuition and fees, please consult the Certificate Student Handbook.*

### Grading

Course grades are determined by the student's performance in that course and expressed as a pass or fail grade. A passing grade is considered to be a "B" or better. Letter grades may be requested from the instructor. The request must be made in writing and at the first session of class. Other details of the grading process, as well as general rules and regulations are detailed in the UNE School of Social Work Student Handbook.

### Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

### Program Completion

The curriculum is designed so that the Addictions Counseling Certificate may be completed in one year. MSW students must successfully complete the 18 credits listed. Non-MSW students must successfully complete the 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](#)).

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## Gerontology Certificate Program (GCP)

[Department Website](#)

### College of Health Professions

Courses are taught by experienced academic faculty who have expertise in the field of aging and by community practitioners. These professionals instruct as well as mentor students utilizing scholarship, research, and clinical methods.

### Faculty

Pam Arnsberger, Ph.D.	Betsy Gray, MSW
Marilyn Gugliucci, Ph.D.	David Johnson, Ph.D.
David Mokler, Ph.D.	Donna McNelly, MS, BSN, RN
Joanne Thompson, Ph.D.	

### Overview

The University of New England's post-baccalaureate Gerontology Certificate Program (GCP) is designed for individuals who wish to attain an academic credential in the area of gerontology. Successful completion of the 18-hour GCP will result in a certificate of graduate study (CGS). Courses are designed for practicing professionals seeking to maintain currency in their fields, and for non-professionals wanting to explore the field of gerontology and the issues of aging.

The program integrates knowledge and skills from multiple health-related disciplines. Courses are designed to assist students in understanding the field of gerontology and aging through an interdisciplinary approach that emphasizes the acquisition of specific skills needed by health care and mental health professionals who are working with older clients, patients and consumers of health care.

The focus of the Gerontology Certificate Program (GCP) is service. Students who complete the program have the ability to apply their knowledge in the delivery, implementation, improvement, and evaluation of services for older people.

### Program Objectives/Outcomes

1. To prepare students to practice in the field of gerontology - to carry out professional roles and responsibilities consistent with the values and ethics of specific professions as they relate to work with the elderly.
2. To help students develop an understanding of health, wellness and maintenance of functional abilities as it relates to aging.
3. To prepare students to understand the psychological and social context of aging within the parameters of practice in a health care or mental health setting.
4. To provide students with an interdisciplinary classroom experience where they are able to

learn new skills both from their own professional perspective as well as that of other health care professionals.

5. To help students develop and implement professional gerontology practice relationships based upon empowerment and connection to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.

### **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 credit hours can be transferred toward required courses in any certificate program.
4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Addictions Counseling or Gerontology Certificate Program coordinator or designee with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

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## Gerontology Certificate Program (GCP)

[Department Website](#)

### College of Health Professions

#### Admissions Requirements

The Gerontology Certificate Program is offered at the post-baccalaureate level and awards the certificate of graduate study upon successful completion of the 18-credit-hour curriculum. Students are required to hold a bachelor's degree from an accredited institution with the exception of registered nurses with an associate's degree.

A complete admissions application contains the following materials:

1. A completed application form.
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate and graduate, if applicable, from accredited college(s) or university(ies).
3. If not a current UNE student, an application fee of \$40.

#### Admissions Information

Students may enroll in one or two courses (maximum of six credits) on a space available basis prior to applying to the program. However, in order to attain a certificate of graduate study, an individual must be admitted to the Gerontology Program. Individuals may be admitted into the program in September, January, and May. Recent graduates (within the past five years) from a health professions program, may transfer up to six credits of prior gerontological/geriatric study towards the 18-credit requirement.

#### Curriculum

[Course Descriptions](#)

The certificate requires 18 credits, but with careful selection of existing courses students can complete the certificate with a minimum of nine elective credits in gerontology. Students in the Gerontology Certificate Program should plan for a portion of their field experience to be aging-related and supervised by a professional in the field of gerontology/geriatrics.

#### Tuition and Fees

The following tuition rate applies to students enrolled in the GCP or MSW students who elect to enroll in GCP course work beyond the 64 required credits for the MSW degree.

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

##### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee	\$160
Tuition per credit hour*	\$375
Parking Fee	\$50
Materials Fee/per course	TBD

*\*Tuition is charged per course and is payable in full at the beginning of each semester along with the course textbook and any materials fee.*

*For more information regarding tuition and fees, please consult the Certificate Student Handbook.*

## **Grading**

Course grades are determined by the student's performance in that course and expressed as a pass or fail grade. A passing grade is considered to be a "B" or better. Letter grades may be requested from the instructor. The request must be made in writing and at the first session of class. Other details of the grading process, as well as general rules and regulations are detailed in the UNE School of Social Work Student Handbook.

## **Incomplete Policy**

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

## **Program Completion**

The full 18-credit Gerontology Certificate Program is designed as an interdisciplinary set of course work for students who are not currently enrolled in a UNE health care graduate degree program. Nurses, social workers, occupational and physical therapists, psychologists and licensed counselors, physician assistants and nursing home administrators are among those who would be in this category.

The curriculum is also designed so that currently enrolled students in health care professions can complete certificate requirements within one year and within their current course of study. The certificate requires 18 credits, but with careful selection of existing courses students can complete the certificate with a minimum of nine elective credits in gerontology. Students in the Gerontology Certificate Program should plan for a portion of their field experience to be aging-related and supervised by a professional in the field of gerontology/geriatrics.

## **Links**

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[GCP - Admissions](#)

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[GCP - Curriculum](#)

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## College of Osteopathic Medicine

### The Osteopathic Oath

*I do hereby affirm my loyalty to the profession I am about to enter.*

*I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatments consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.*

*I will be ever vigilant in aiding the general welfare of the community sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it may be asked of me.*

*I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.*

*I will look with respect and esteem upon all those who have taught me my art.*

*To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me.*

*I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathy which were first enunciated by Andrew Taylor Still.*

*In the presence of this gathering I bind myself to my oath.*

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## About 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, osteopathic 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, entrepreneurial 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 for meaningful and rewarding careers, lifelong learning, and enlightened lives. The University fosters critical inquiry through a student-centered, academic environment rich in research, scholarship, creative activity, and service while providing opportunities for acquiring and applying knowledge in selected clinical, professional, and community settings.

## 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 osteopathic medicine (D.O.) degree.

## The College of Arts and Sciences

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of bachelor of arts, bachelor of science, and an associate in applied 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. For more information consult the [Undergraduate and Graduate Programs catalogs](#).

## 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 graduate certification in gerontology and substance abuse counseling. The College of Health

Professions offers programs of study at both the University Campus and the Westbrook College Campus. For more information please consult the [Undergraduate and Graduate Programs catalog](#).

### **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.

### **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.

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## About The College of Osteopathic Medicine

### College Mission Statement

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

### History and Philosophy of the Osteopathic Profession

Osteopathic medicine was conceived by a frontier American doctor, Andrew Taylor Still, who recognized the limitations in the medical care of his day and approached the treatment of the patient from an aspect of complete unity. That is, man is the unified whole of all his components which interrelate inseparably in physical and psychological functions. He articulated a set of principles that have continued to guide the profession into its second century. These are:

1. The body is an integral unit, a whole. The structure of the body and its functions work together interdependently.
2. The body systems have built-in repair processes that are self-regulating and self-healing in the face of disease.
3. The circulatory system with its distributive channels throughout the body, along with the nervous system, provide the integrating functions for the rest of the body.
4. The contribution of the musculoskeletal system to a person's health is much more than providing framework and support. The musculoskeletal system and disorders of the musculoskeletal system may affect the functioning of other body systems.
5. While disease may be manifested in specific parts of the body, other body parts may contribute to restoration or correction of the disease.

The first school of osteopathic medicine was founded by Dr. Still in 1892 in Kirksville, Missouri (now the Kirksville College of Osteopathic Medicine). There are current 19 colleges of osteopathic medicine, and graduates are privileged and credentialed in hospitals throughout the country.

The degree of doctor of osteopathic medicine (D.O.) is granted to graduates of osteopathic medical schools to indicate to the public that these physicians have received an education that is distinctive from allopathic (M.D.) physicians.

Consistent with the philosophy and training programs of the osteopathic profession, the majority of osteopathic physicians practice primary care medicine. Their interest in holistic medicine, one of the basic tenets of their osteopathic heritage, encourages them to provide both preventive and curative services to their patients on a comprehensive and continuing basis.

To serve the total needs of osteopathic family physicians and their patients, the profession has developed training programs and certifying boards in the various established specialties. Osteopathic specialists adhere to the same basic philosophy of medicine as their family practice colleagues. Osteopathic specialists are required to follow the same educational program, which

includes a 12-month rotating internship, as the basis for entry into post-doctoral specialty training. Today, licensed osteopathic physicians practice all branches of medicine and surgery in all fifty states.

In 1972, a group of New England osteopathic physicians met informally to discuss their concern about the aging population of D.O.s in the New England area and the difficulty of New England students in securing admission to osteopathic colleges. Osteopathic physicians comprised the majority of physicians available in numerous rural and urban areas. Failure to replace them would cause not only a marked loss to the profession but, more important, to the patients who had come to depend on osteopathic medical care. The group discussed ways of dealing with this problem and moved to establish an osteopathic college in New England.

The New England Foundation for Osteopathic Medicine (NEFOM) was incorporated in 1973 in the Commonwealth of Massachusetts. Since its inception, the purpose of this nonprofit tax-exempt organization was "to operate and maintain a foundation for the promotion of osteopathic medical education, osteopathic medical research, and the improvement of health care in osteopathic medical hospitals and related institutions." These goals were established as a response to the needs recognized by the profession, which later became documented in studies supported by the Bureau of Health Manpower of the then U.S. Department of Health, Education and Welfare. The establishment of NEFOM, as well as the planning for the creation of a college of osteopathic medicine, was based on regionalism: the development of one osteopathic medical school to serve the six New England states was looked upon as an efficient and economical use of the region's resources.

The University of New England College of Osteopathic Medicine opened its doors in the fall of 1978 with an entering class of 36 students. This momentous achievement was largely due to the financial support and hard work of individual osteopathic physicians, their state societies, the region's osteopathic hospitals, and grateful patients. Following four years of continued effort and financial support from the profession and its friends, the College graduated its first class in June of 1982.

The purposes of this College are consistent with those established for all accredited colleges of osteopathic medicine by the Committee on Colleges of the American Osteopathic Association. According to these guidelines, the primary purpose of all accredited colleges of osteopathic medicine is to educate competent osteopathic physicians. In addition, the colleges should contribute to the advancement of knowledge and the development of the osteopathic contribution to medicine through research. The colleges are also responsible for the creation of opportunities for continued study for teachers, investigators, and physicians. In the area of public service, the colleges are expected to provide quality osteopathic health care to their respective communities.

As the only college of osteopathic medicine in New England, the following are UNECOM's distinctive purposes:

1. To develop physicians who understand in depth and will utilize the premises of osteopathic medicine and the holistic approach to health care, thus providing New England with health care that is distinctly osteopathic in philosophy and orientation.
2. To develop osteopathic physicians who realistically perceive their potentials and limitations as physicians and human beings, and whose primary focus is people and health rather than disease.
3. To educate physicians who are well qualified to practice family medicine and thereby increase the number of qualified primary care physicians in the New England region.
4. To develop physicians who will practice medicine in the underserved rural and urban areas of New England.
5. To provide health care training at an overall lower cost to society than alternate models.
6. To continue New England's tradition of leadership in the development of new health care concepts and techniques.

As these goals indicate, the educational program is oriented toward the training of osteopathic primary care physicians. This is not an empty set of words reflecting the current interest of the federal government and society on holistic health care and family medicine. Both the didactic curriculum and the clinical training programs emphasize the knowledge and skills basic to osteopathic family practice.

What is an osteopathic family practitioner? The family practice physician assumes responsibility for comprehensive and continuous health care for families and patients of all ages, evaluating their total health needs and providing long-term medical care. When referral of a patient to a specialist is indicated, the family practice physician makes the referral and then acts as the coordinator of the team providing specialized health services while still preserving the continuity of care. In short, the osteopathic family practitioner provides and coordinates comprehensive health care for a group of patients of all ages over an extended period of time.

While the College has chosen family practice as the focus of its educational program, it does not expect all of its graduates to enter family practice. However, regardless of a student's eventual field of practice, the orientation to family practice provides a good foundation upon which to build: the knowledge and skills of family practice medicine are fundamental to all medical practices and the philosophy of comprehensive care can prevent some of the negative effects of overspecialization that can result from early specialty training. For graduates who elect to enter a specialty, the profession has specialty residency training programs.

### **Clinical Affiliations**

Consistent with the college's emphasis on primary care, its clinical training programs include community hospitals and health centers. Such community hospitals are similar to the facilities where many of the college's graduates will eventually practice. While community hospitals form the core of the clinical clerkships, affiliations have been arranged to provide a variety and range of clinical experiences. Students are required to complete core clerkships in the assigned disciplines at sites selected by the college during the third year, and selective and elective training at approved programs during the fourth year. It is frequently necessary for the student to leave the New England area for part or all of the core clerkship training period.

The college has formulated the concept of community-based Clerkship Training Centers (CTCs) which it began to phase into the academic schedule in 1997. The CTC is a community-based education site of one or more training institutions within geographic proximity that allow a coordinated delivery of the third-year Core academic training experience. These coordinated sites will provide the patient base, the didactic and experiential opportunities, the supervisory infrastructure and the longitudinal evaluation necessary for the accomplishment of the educational goals of the core clerkships. Please see [Core predoctoral clinical clerkship affiliates](#) for more information .

The UNECOM enjoys an educational affiliation with a number of postgraduate internship and residency programs. Serving as a sponsor for these independent programs, the college provides liaison services to the American Osteopathic Association for the purpose of assuring AOA approval for the training programs. Graduates can apply to these and other postgraduate programs for internship and residency for postdoctoral training. The college believes these affiliations exemplify the breadth and depth that these collaborative arrangements offer our graduates for postgraduate training. Please see [postgraduate affiliates](#) for more information.

For ambulatory-based programs, the College uses the offices of clinical faculty members throughout New England as well as a number of community health programs. The ambulatory programs train students in office practice and teach students about the collaborative roles and skills of non-physician health care providers. In addition, the College operates University Health Care which has established model primary care facilities. Through rotations at the centers, the College is able to demonstrate the type of medicine it would like its students to practice.

### **UNECOM Accreditation**

The University of New England is accredited by both the American Osteopathic Association and the Maine Medical Association's Council on Continuing Medical Education and Accreditation (CCMEA) to provide continuing medical education for physicians, including both D.O.s and M.D.s.

## Some Campus Features

### 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.

## UNE Library and Information Resources

### Libraries

The Jack S. Ketchum Library on the University Campus (UC) in Biddeford and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus (WCC) in Portland provide all University of New England students, faculty and staff with these services:

- Libraries homepage: [/library](#)
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases and online catalog
- Over 150,000 volumes
- Over 16,000 print and electronic full text journal titles
- DVDs, videos, compact discs, CD-ROMs, and audiocassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserves
- Interlibrary loan and intercampus delivery
- Maine InfoNet and WorldCat
- GPACU libraries on-site borrowing
- Photocopiers and microfilm reader/printers
- Group and individual study space
- A current UNE ID also serves as a UNE Libraries ID

The Ketchum Library was built in 1970 and renovated and enlarged in 1991. The lower level includes the Media Services department, study rooms with data jacks, and the St. Francis Room that is a general purpose meeting room furnished and designed to hold approximately 90 people. Clusters of public access computers, reference and circulating books, reserve materials, and library offices are located on the main level. Journals, circulating books, and study areas are on the upper level. Wireless network access is available throughout the UC Library building.

The Abplanalp Library was renovated in 2001. Journals are located on the lower level. Public access computers are available for use on the main level of the Library and in the 24/7 lab that is located within the Library. Reference materials are located on the main level, and the circulating collection and study areas are located on the upper level. The Library also houses the Maine Women Writers Collection, a special collection containing literary, cultural, social, and health and medical history sources representing more than 500 Maine women writers. Wireless network access is available throughout the WCC Library building as well. The Libraries' staff includes ten professional librarians and six library technical assistants. In addition, undergraduate and

graduate students are hired to assist. Students are welcome to utilize either Library. The UNE Libraries' online catalog, electronic databases, and full-text electronic journals and books are accessible via the Web from on-campus and from off-campus. Remote access is beneficial to all students and faculty, and of particular benefit to distance education students and students on clinical rotations. The UNE Libraries are institutional members of the following local, state and national organizations:

- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- EDUCAUSE, the Association for managing and using information sources in higher education
- Greater Portland Alliance of Colleges and Universities (GPACU)
- Health Science Libraries and Information Consortium (HSLIC)
- Medical Library Association (MLA)
- National Network of Libraries of Medicine/New England Region (NNLM/NER)
- New England Library Information Network (NELINET)
- North Atlantic Health Science Libraries (NAHSL)
- Southern Maine Library District (SMLD)

### **Media Services**

Media Services (MS) advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The Department supports both linear and digital editing systems. The University has video conferencing units to communicate between campuses and with other schools and hospitals with such equipment. Department facilities include: live studio production, video, audio, layout, graphics, photo and slide production.

### **Information Technology Services**

Information Technology Services (ITS) 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 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. An integrated University-wide information system handles all administrative functions, including registration, financial aid, etc.

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

All students attending the University who hold a valid UNE photo ID card have access to the Internet in the computer labs and the libraries on both campuses. Students can access the Internet via wireless or hardwire connections from their laptop computers throughout both campuses.

Web-based e-mail accounts, available through the UNE student Web portal system called Campus Pipeline, are assigned to all matriculating students at the University as part of their Technology Fee. This e-mail account can be accessed from any computer on or off campus that has Internet access.

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. The computer labs and classrooms are open year round and hours are posted outside each facility and can be accessed on the web. UNE computer labs are open for UNE



students on a first-come-first-served basis, and are staffed by students when available. Assistance is provided to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computing area; there is no per-page charge at this time. The UNE Computer Store located in Decary Hall on the UC provides information and pricing for the microcomputer needs of students, staff, and faculty. The University has been able to obtain academic pricing on systems through premium computer manufacturers.

### **Campus Center**

The Campus Center is a 56,000-square-foot facility that encompasses a student union and a sports complex. The sports complex houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 state-of-the-art Cybex weight machines, free weights, exercise bikes, rowing machines, stair masters and recumbent cycles, two racquetball courts; and 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 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, which houses the College of Arts and Sciences and the College of Professional and Continuing Studies, and classrooms, labs, faculty/administrative offices, facilities maintenance shops, and the 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.

### **Westbrook College Campus**

The Westbrook College Campus, designated a national historic district, is quintessential New England: a central green surrounded by classic brick buildings set on 40 acres in a quiet residential setting in Portland.

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

### **The University Campus Community**

Biddeford is a small city with a population of just under 20,000. 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. Located off Exit 4 of the Maine Turnpike (Route I-95), Biddeford is within easy reach of most major Eastern cities.

### **Links**

[About UNE](#)

[Curriculum and Clinical Clerkships](#)

[About COM](#)[Administration](#)[Administrative Services and Policies](#)[Certificate of Advanced Graduate Study in Public Health](#)

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# Catalog 2004-2005



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## COM Admissions

### Admission Procedures

The college participates with other osteopathic colleges in a centralized application processing service called the [American Association of Colleges of Osteopathic Medicine Application Service \(AACOMAS\)](#). The service collates materials, computes grades and transmits standardized information to the applicant and to the colleges that the applicant designates to receive them. AACOMAS takes no part in the evaluation, selection, or rejection of applicants. Application request cards may be obtained from UNECOM or from AACOMAS, 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815-7231.

Once the processed application is received, the College give all applicants meeting the minimum requirements an opportunity to submit supplementary materials that must be returned directly to the College with a \$55.00 application fee. The College reviews and interviews students on a "rolling admissions" basis beginning in the fall. Applicants are urged to complete their applications as early as possible in order to receive early consideration for an interview. The College reserves the right to close applications at any time that it deems necessary.

The following information is required by the College:

1. To be sent to AACOMAS:
  - a. A fully completed AACOMAS application including the AACOMAS processing fee.
  - b. Complete official transcripts of scholastic records from all colleges and universities attended (required courses must be completed by January 1st of the year for which admission is sought i.e, January, 2004 for August, 2004).
  - c. The New Medical College Admissions Test (MCAT) scores, taken within two years, sent directly from the testing service. AACOMAS' number is 600.
2. To be sent to this College by the applicant after the supplementary material has been received:
  - a. Completed supplemental application with a \$55.00 application fee.
  - b. Recommendations from two faculty members (preferably in the sciences) familiar with the applicant's undergraduate or graduate work OR one letter from the applicants premedical committee or advisor.
  - c. Recommendation from another professional person acquainted with the applicant's background.
  - d. Although optional, it is strongly suggested that the applicant provide one or more recommendations from an osteopathic physician.
3. To be sent to this College prior to matriculation:
  - a. Official transcripts.
  - b. Submission of health and immunization records as required by UNECOM policy.

Inquiries specific to the college may be directed to:

**Admissions Office**  
**University of New England**  
**College of Osteopathic Medicine**  
**11 Hills Beach Road**

**Biddeford, ME 04005-9599**  
**1-800-477-4UNE or 207-283-0171 extension 2297**

### **Criteria For Admission**

Applicants are judged on their demonstration of scholastic abilities, motivation to practice osteopathic medicine in New England, and the emotional stability necessary to study and practice osteopathic medicine. Admission will be denied to applicants who fail to maintain a good scholastic record and personal conduct during the period between their acceptance and matriculation.

The minimum scholastic requirements for admission are:

1. A minimum of 90 semester hours or 75 percent credit toward a baccalaureate degree from a college or university accredited by a regional accrediting agency.
2. A cumulative grade point average of 2.7 or better on a 4.0 scale in both elective and required subjects.
3. Satisfactory completion of the following courses, including laboratory:
  - a. One year of English composition and literature.
  - b. Four semesters of chemistry, one of which must be biochemistry. The usual sequence would include two semesters of general chemistry including lab, one of organic chemistry including lab and one of biochemistry.
  - c. Eight semester hours of physics.
  - d. Eight semester hours of biology.
4. Satisfactory completion of the New Medical College Admissions Test (MCAT), taken within two years of application. The Admissions Committee reserves the right to adjust the minimum requirement as it deems appropriate on a yearly basis.

Students are encouraged to enroll in some additional courses to broaden their science background in subjects such as: calculus, anatomy, physiology, biochemistry, genetics, microbiology, and physical and quantitative or analytical chemistry. However, it is not advisable to elect science courses exclusively; the Admissions Committee believes that undergraduates should receive a broad-based education that includes the humanities and social sciences.

The Admissions Committee also considers a number of other factors when evaluating applicants. Some of these variables are: personality, maturity, breadth of background, work experience, extracurricular activities, and sense of responsibility.

The average GPA and MCAT scores for the class entering in 2001: average GPA = 3.40; average MCAT = 9.

For the purpose of eventual licensure to practice, applicants are also encouraged to study the detailed requirements of the laws governing preprofessional educational requirements in the states in which they are contemplating practice.

On-campus interviews are given to qualified applicants upon invitation so that the Committee can further evaluate candidates. Preference is given to qualified applicants from the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

### **Applicant Protocol**

Applicants aspiring to become osteopathic physicians (D.O.) are expected to act professionally in their interactions with the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and with each college of osteopathic medicine. Responsibility, respect, good judgment and cooperation are qualities valued by the osteopathic medical profession and it is expected that applicants will demonstrate these qualities throughout the application process.

1. Applicants are responsible for becoming familiar with admission requirements, following application procedures and meeting all deadlines at each school to which they apply.

2. Applicants are responsible for the collection and timely submission of supplemental applications, letters of evaluation, transcripts and all applicable fees.
3. Applicants are responsible for reporting and updating any changes in the initially submitted applications (e.g., address, telephone number, academic status, and state of residence).
4. Applicants are responsible for responding promptly, either to accept or to decline all interview invitations and offers of admission.
5. Applicants who have a final decision on the medical school they plan to attend, have the obligation to promptly withdraw their applications from all other schools.

### **Advanced Standing**

Individuals with extraordinary credentials in the basic science disciplines may apply for credit for a particular course or courses. All applicants, regardless of their intent, must apply as if seeking first year enrollment, and must meet all of the minimum entrance requirements. Applicants who, subsequent to their interview, are offered acceptance may then complete the application for advanced standing. All advanced standing applications for first-year courses must be completed prior to matriculation. Criteria by which advanced standing is determined is established by each department chairperson/course instructor.

### **Extended Curriculum Plan (ECP)**

#### **Definition**

The ECP is designed to afford students the opportunity to complete the medical school curriculum within the six-year time limit for graduation by taking a reduced course load during years 1 and 2. Students may be placed into this program upon application to the Student Affairs Committee (SAC) and with the consent and approval of the academic dean. Availability of ECP will vary according to prioritization of applications and the availability of resources to accommodate such requests, including the availability of space and clinical rotations. Students seeking an extended rotation curriculum during years 3 and 4, are referred to the Clinical Clerkship Manual and its processes.

#### **Criteria for Determining Eligibility**

Students must be accepted for admissions to UNECOM and must have satisfied all admissions criteria for matriculation. The applicant must demonstrate academic promise to the SAC. Students who are admitted into the ECP must demonstrate continued academic progress while enrolled in ECP and this progress will be reviewed monthly by the SAC.

#### **Eligibility**

Medical circumstances  
 Academically at risk  
 Leave of absence  
 Student's choice  
 Pre-matriculation  
 Planned leave of absence including concurrent academic or professional study

#### **Process for Enrollment**

The academic dean may recommend that a student consider applying for acceptance into the ECP. The dean may receive recommendations for this application from the relevant associate dean or the SAC. When a student elects to request entry in the ECP, he/she must meet with his/her assigned faculty advisor who shall inform the student of all possible additional options such as leave of absence, behavioral counseling, learning assistance counseling, consultations with the appropriate associate dean, or other UNE academic or student resources.

When, in the opinion of the academic dean, an emergency exists, the academic dean may request an expedited review process which will be conducted by an ad hoc committee, consisting

of any 2 members of the SAC. This ad hoc committee will report its recommendation directly to the academic dean as soon as its findings are completed.

### **Initiation of the ECP: Student Selection of the ECP**

#### **Prematriculation Application**

(Beginning with Academic Year 2004-2005)

Under normal circumstances, a student must submit an ECP application to the SAC, not less than 45 days in advance of matriculation. Students should prepare a written request for the SAC for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. The SAC will review the application and request that the Student Affairs Committee Review Committee (SACRC) investigate application. The SACRC will present their findings to the SAC and the SAC will forward a recommendation to the academic dean.

#### **Concurrent Academic or Professional Study Leave of Absence Application**

Under normal circumstances, a student must submit an ECP application to the SAC, not less than 45 days in advance of matriculation. Students should prepare a written request for the SAC for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. The SAC will review the application and request that the SACRC investigate application. The SACRC will present their findings to the SAC and the SAC must their recommendation to the academic dean.

#### **Academic at Risk Application**

The SAC will consider the request as rapidly as possible. Students are expected to maintain their normal UNECOM course load while applying to the ECP. Students and faculty will assume no change in courses, exams, or other academic requirements until final approval of an extended curriculum is received from the academic dean in writing. If a student withdraws from a course in progress, he/she will receive a grade of WP or WF, whichever is applicable.

#### **Informal Review**

The first step of an ECP application will be a meeting, which must include the student, the student's advisor, and one of the associate deans. The student will supply a letter of application and all relevant data needed to support the request. The next step will be a formal review.

#### **Formal Review**

Students should prepare a written request for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. A complete application, including a curriculum data sheet, shall be submitted to the SAC. The SAC will review the application and request that the SACRC investigate application. The SACRC will present their findings to the SAC. The SAC shall consider the outstanding deficiencies, the reasonableness of the curriculum, the promise for success in the curriculum.

The academic dean may grant an urgent LOA for medical or social circumstances at any time, as he/she deems appropriate. Students who request a planned LOA or who need the ECP because of a LOA must file an ECP with the SAC. The SAC will review the plan and submit a LOA recommendation to the Academic Dean.

When, in the best interest of the student and the UNECOM, a member of the UNECOM administration, faculty, or staff, perceives the need to consider a student for the ECP, that person shall notify the appropriate associate dean. The associate dean shall initiate the process of an informal review and formal review.

#### **Program Approval**

The SAC must review the SACRC report and pass on a recommendation to the academic dean.

When the academic dean requests an expedited review, the SACRC may report its findings directly to the academic dean. Final approval of the ECP will be made by the academic dean.

All applications for the ECP will be reviewed by the Office of the Academic Dean to insure that UNECOM academic resources, including classroom and laboratory space, are sufficient to place ECP students and that third and fourth-year rotation sites placements are available for each given UNECOM class. In the event that space is not available, UNECOM reserves the right to refuse ECP admissions. Prioritization will be given to 1. Medical/family reasons; 2. COM academic reasons; and 3. Student's election of the ECP.

### **Notification**

The academic dean shall notify the student, student's advisor, SAC, Registrar, Financial Aid Office, Student Affairs Office, Curriculum Office, and the Business Office of the approved ECP. This notification will include the date of initiation of the plan, the conditions required to remain on the plan, the length of the plan, and when the student is to return to the regular curriculum. This notification will also include a prorated tuition plan for ECP coursework.

### **Review of Academic Progress**

The student and the UNECOM compliance with the plan shall be monitored by the SAC and the Academic Affairs Committee of the College. The student's academic performance will subject to the academic standards for UNECOM students as described in the College of Osteopathic Medicine Catalog and COM/UNE Handbook.

### **Advanced Standing Policy**

#### **First-Year Courses**

Advanced standing in one or more of the first-year courses will be considered for all applicants who are offered an admission into the first-year class. All advanced standing applications must be completed prior to matriculation.

#### **Applicants:**

All applicants who are offered an admission will be sent the Advanced Standing Policy after they have made an initial tuition deposit. Those who wish to pursue advanced standing can request an application from the Admissions Office. Upon receipt of the completed advanced standing application, copies will be sent to appropriate UNECOM Department chairpersons/instructors for review and action.

Course work for which advanced standing might be granted must:

1. Have been completed within five years of matriculation date.
2. Have been completed with a grade of B (or >80) or better.
3. Be similar in structure and rigor to that which would be required in the UNECOM curriculum (e.g., similar laboratory components).
4. Be judged to be equivalent by the appropriate UNECOM Department chairperson/instructor, who may required additional evidence of competency via an examination.

Provision, in a timely matter, of all documentation necessary to demonstrate these criteria, will be the responsibility of the applicant.

Notification: Applicants for advanced standing in the first-year courses will be notified prior to initiation of the course in question by the appropriate department chairperson/instructor.

#### **Second-Year Courses**

Matriculating first-year students who wish to apply for advanced standing in second year courses should apply through the UNECOM Curriculum Office prior to completion of their first year. The Curriculum Office will process the application and forward the requests to the appropriate course director/system manager, who will apply the same criteria as described above, and to the Dean's Office. Applicants will be notified of the decision in writing prior to entrance into the second year.

### **Transfer Students**

Students in good standing at other colleges of osteopathic medicine may apply for admission as transfer students. The student must provide:

1. Official transcripts from all colleges and universities attended.
2. New Medical College Admission Test scores.
3. Letter from the dean of the osteopathic college in which the student is enrolled, stating that the student is in satisfactory standing.
4. Letters of recommendation from two faculty members at the osteopathic college where the student is enrolled.
5. A fully completed application, accompanied by a nonrefundable application fee of \$55.

Acceptance of a transfer student will be dependent upon the student's qualifications, academic compatibility, and available space. Such requests are to be sent directly to the UNECOM academic dean, not to AACOMAS. Credits may be transferred only from medical schools and colleges accredited by either the AOA or the LCME.

### **Articulation Agreements**

1. The College of Arts and Sciences of the University of New England (UNECAS) provides students the opportunity to prepare for careers in health professions such as allopathic, osteopathic, dental or podiatric medicine, pharmacy, medical technology, nursing, occupational and physical therapy. Qualified students at UNECAS who wish to become a Doctor of Osteopathic Medicine may apply for early admission to the College of Osteopathic Medicine at the University of New England following their junior year at UNECAS. The program which allows them to do this is known as the "3-4 Program." The 3-4 Program allows mature, qualified students of the UNECAS to complete an undergraduate degree and doctor of osteopathic medicine (D.O.) degree in seven years. The 3-4 Program is for students admitted to the UNECAS and is open to any major.
2. The University of Maine, Orono, and the UNECOM have established an articulation agreement enabling qualified University of Maine students to complete an undergraduate degree and D.O. degree in seven years.
3. The Utica College of Syracuse University, Utica, NY, and UNECOM have established an articulation agreement enabling qualified Utica College students to complete an undergraduate degree and D.O. degree in seven years.
4. The Tufts University Post-Baccalaureate Premedical Program and UNECOM have entered into an agreement whereby qualified individuals who have previously completed a baccalaureate degree can fulfill the required pre-requisite courses at Tufts University.
5. An agreement also exists between the University of Vermont Post-Baccalaureate Premedical Program and UNECOM.

### **Links**

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[COM - Scholastic Regulations](#)



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## College of Osteopathic Medicine Curriculum

### Fall

Gross Anatomy  
Histology  
Human Function  
Immunology  
Embryology

### Winter

Human Function  
Virology  
Parasitology  
Bacteriology  
Prin. of Population Health  
Pharmacology

### Spring

Human Function  
Pathology  
Medical Jurisprudence  
Basic Life Support-Health  
Care Provider (CPR)  
Dermatology System  
Nutrition

### Year I

Foundations of Doctoring; Osteopathic Principles & Practice I

### Year II

Neuroanatomy  
Nervous System  
Psychiatry System  
Musculoskeletal System  
Respiratory System  
Hematology System

Cardiovascular System  
Gastrointestinal System  
Renal System

Reproductive System  
Endocrine System  
Complex Level I Exam  
Emergency Medicine  
Clinical Decision Making  
Advanced Cardiac Life Support (ACLS)

Experiences in Doctoring; Osteopathic Principles & Practice II; Pharmacology and Therapeutics

## Curriculum Objectives

The curriculum is designed to educate osteopathic primary care physicians who are skilled in health promotion and illness prevention as well as the delivery of illness care.

To educate this type of physician, the basic and clinical science foundations of the curriculum are augmented by a strong program in human behavior and community medicine in the Foundations of Doctoring and Experiences in Doctoring courses. Hospital clerkships continue to emphasize these same concepts in the setting of inpatient care with its attendant special needs and requirements.

## Curriculum Outline

The curriculum of the Medical College is under the direct supervision of the dean via the Academic Affairs Committee and the Faculty Assembly. The curriculum is divided into two sections: The On-campus Basic and Clinical Sciences Curriculum and the Clerkship Training Curriculum.

## On-campus Basic and Clinical Sciences Curriculum

The first year of the medical curriculum contains a variety of basic science courses and the beginning of the organ systems courses with Dermatology. The first-year courses include: Anatomy, Biochemistry, Nutrition, Physiology, Pathology, Parasitology, Virology, Immunology, Bacteriology, Pharmacology, Principles of Population Health, Medical Jurisprudence, Embryology, and Histology.

The second year is organized into a Neuroanatomy course and Experiences in Doctoring course plus a series of ten systems representing related organ-groupings of the body; namely, Nervous, Psychiatry, Musculoskeletal, Respiratory, Hematology, Cardiovascular, Renal, Gastrointestinal, Endocrine and Reproductive Systems. All systems are presented from a multi-disciplinary approach integrating lectures on basic science, internal medicine, pathology, surgery, radiology, pediatrics and family medicine. Near the completion of the second year, students encounter Emergency Medicine and the Clinical Decision Making course designed to prepare students for the transition into the following two years of clinical training experiences.

The knowledge to conduct a good history and physical exam is perhaps the most important information acquired in the four years of medical training. At UNECOM, this skill is developed during the Foundations of Doctoring, Experiences in Doctoring and the Clinical Decision Making courses, and encompasses:

Socio-psychological aspect of the patient interview  
 Motor Skills  
 History and Physical (H&P) Format; and Initial Differential Diagnosis

The precepts and concepts learned in these courses and systems along with Behavioral Medicine and Medical Humanities are applied in the clinical clerkships of the third and fourth year. Interwoven throughout both didactic phases of the curriculum is the course on Osteopathic Principles and Practice. An attempt is made, where possible, to vertically integrate the material in this course with that of the ongoing systems of the second year. The courses and systems taught each year are as follows. Medical Curriculum for Pre-Clinical Phase

### First-Year Curriculum Outline

#### August to December

No.	Title	Credit Hrs
501	Medical Gross Anatomy	9
503	Medical Histology	5
505	Medical Embryology	2
511	Human Function: Biochemistry and Cell Biology	5
523	Medical Immunology	2
587	Foundations of Doctoring	5
591	Osteopathic Principles & Practices I	5

#### January to March

*"Ctd." represents a continuation of course work from a prior term.*

512	Human Function: Biochem & Cell Biology (5)	Ctd.
524	Medical Virology	1
530	Medical Parasitology	1
532	Human Function: Cellular & Organ System Physiology	5
542	Medical Pharmacology	2
586	Basic Life Support - Health Care Provider	0
587	Foundations of Doctoring	Ctd.
591	Osteopathic Principles & Practices I (5)	Ctd.

#### April to June

*"Ctd." represents a continuation of course work from a prior term.*

514	Nutrition	1
526	Medical Bacteriology	3
532	Human Function: Cellular & Organ System Physiology (5)	Ctd.
542	Medical Pharmacology (2)	Ctd.
552	Introduction to Pathology	3
558	Dermatological System	2
568	Medical Jurisprudence	1
587	Foundations of Doctoring	Ctd.
591	Osteopathic Principles & Practice I (5)	Ctd.
598	Principles of Population Health	2

## Second-Year Curriculum Outline

### August to December

No.	Title	Credit Hrs
601	Nervous System	6
603	Medical Neuroanatomy	2
605	Psychiatry System	2
611	Musculoskeletal System	4
623	Respiratory System	3
633	Hematology System	3
673	Experiences in Doctoring	5
687	Pharmacology and Therapeutics	2
691	Osteopathic Principles & Practice II	5

### January to March

"Ctd." represents a continuation of course work from a prior term.

642	Cardiovascular System	5
652	Renal System	3
662	Gastrointestinal System	3
673	Experiences in Doctoring	Ctd.
688	Pharmacology and Therapeutics	2
691	Osteopathic Principles & Practice II (5)	Ctd.

### March to June

"Ctd." represents a continuation of course work from a prior term.

660	Endocrine System	1
664	Reproductive System	5
668	Advanced Cardiac Life Support (ACLS)	1
670	Emergency Medicine	1
673	Experiences in Doctoring	Ctd.
688	Pharmacology and Therapeutics (2)	Ctd.
691	Osteopathic Principles & Practice II (5)	Ctd.
693	Clinical Decision Making	2

## Curriculum Review

The UNECOM has undertaken a curriculum review aimed at improving its educational experience. The goal of that review is to make changes reflecting the needs of osteopathic physicians for the 21st century. This is reflected in the following list of competencies adopted by the UNECOM faculty for use as guiding principles in the review process.

UNECOM Graduate Competencies for the Twenty-First Century Graduates will have the knowledge, skills, and professional perspective to:

1. Integrate Osteopathic philosophy in all aspects of their professional activities, including:
  - Using Osteopathic principles to guide health care delivery.
  - Using Osteopathic manipulative medicine in therapeutic management.
2. Understand health and illness in the context of the interrelationships of the structure and function of the mind and body, by:
  - Mastering a core of basic and clinical sciences.
  - Understanding the etiology, natural history, and prevention of core diseases.
  - Using this knowledge in the provision of health care.
3. Prevent illness; diagnose and manage acute and chronic illness; and maintain health.
4. Gather and interpret patient information, including history and physical examinations and diagnostic testing.
5. Incorporate the practice of health promotion and disease prevention in the care of

patients, families and communities.

6. Use the principles of scientific inquiry in:
  - Understanding the design and conduct of clinical research.
  - Interpreting and critically evaluating research literature.
  - Evaluating practice guidelines.
7. Use scientific, economic, and ethical principles in managing cost-effective and quality care to patients, families and populations - including the use and evidence-based selection of:
  - Diagnostic testing.
  - Treatment modalities.
  - Preventive techniques.
8. Understand the influence of the physical and social environment on the health of individuals, families, and communities.
9. Effectively teach patients, students, colleagues, and others.
10. Apply the principles of patient-centered care, including:
  - Understanding the patient's experience of health and illness.
  - Communicating effectively - listening, informing and educating.
  - Enhancing patient self-care competence.
  - Honoring individual and community values, beliefs, ability and preferences.
11. Critically appraise non-traditional healing modalities and provide guidance to patients in their use.
12. Recognize and discuss with patients, families and colleagues the ethical and legal issues involved in clinical and preventive care.
13. Pursue continuous professional development and competency through study, consultation, and personal reflection.
14. Use information technology to search out, organize and analyze information to guide clinical decision-making and quality care management.
15. Function in an integrated health care system, either as an independent practitioner or as a member of a multidisciplinary team.
16. Recognize the economic and political environment in which health care occurs and its effect on the organization and business climate in which health care is provided.

Curricular changes and modifications should be expected as part of the UNECOM's ongoing process of continuing curricular review and improvement.

### **Clinical Clerkship Program Descriptions**

The UNECOM student rotates through the clinical clerkships during the final phase of his/her predoctoral education. The clinical clerkship experience has a broad and specific goal to provide a module of osteopathic medical education preparing the student to enter a general rotating internship. Students are trained to effectively render service and to benefit from the clinical experience available in the internship setting. The clerkship is designed to fulfill a necessary step in the evolution of the UNECOM student to competency for general practice as a primary care physician. Cognitive, manual and psychomotor objectives are directed toward developing physician skills and attitudes of the student in preparation for internship. Also during this time, the student is expected to complete the transition to adult learner, asking questions and independently seeking and synthesizing information.

A part of this goal is the expectation that the future physician will consistently adhere to the osteopathic philosophy and concept in the practical management of persons for maintenance of health and for the treatment of disease, acute and chronic. Further, the student will develop the ethical character expected of future physicians as a caring person skilled in problem solving, therapeutic management and interpersonal relations and with a social sense of fiscal accountability and responsibility toward health management.

During those months, clinical services are arranged to meet core and elective requirements of the clinical practicum. Utilizing the clerkship training centers, affiliate hospitals, ambulatory care sites, and other clinical settings, students gain exposure to a scope and variety of clinical experiences appropriate to the preparation of the general practitioner. Students travel to a number of sites in the Eastern United States, experiencing health care delivery from the rural private practitioner to the inner city, tertiary care facility. Students may be required to travel or relocate to affiliate regions to complete this segment of training.

Core rotations, as determined by the Academic Affairs Committee, are assigned by the Office of Clinical Affairs from a list of affiliate sites. The core rotations include Internal Medicine, Surgery, Obstetrics/Gynecology, Pediatrics, Family Practice and Psychiatry. Required Selective rotations include Internal Medicine, Surgery, Emergency Medicine, Osteopathic Manipulative Medicine, and Rural Health Care (AHEC). With the exception of OMM, the student selects the sites, subject to Clinical Affairs Office approval, at which these clerkships will be done. Elective months are scheduled by the student with the approval of the Office of Clinical Affairs.

Documentation of immunization and/or a criminal background check may be required by specific affiliates or elective sites.

To graduate, the student must successfully complete all required core, selective and elective clerkship assignments as specified in the clerkship manual and syllabi. Integral to this success is the maintenance of the highest levels of academic and professional behavior standards.

### **Family Practice**

Students are required to complete one core clerkship in Family Practice. The Core Family Practice clerkship is a hospital and/or ambulatory care experience where the student will apply basic concepts and skills presented during the preclinical years. By basing the experience in a community setting, the student is exposed to clinical resources united in a continuum of care, thus developing within the student an awareness of the physician's role in the total health care team. Emphasis is on the patient's reaction to illness, the physician/patient relationship, family dynamics in illness and health, and the careful and economical use of medical therapeutics, technology consultations, clinical laboratory investigation and hospitalization. Special attention is given to the patient interview, directed physical examination and patient education in the therapeutic use of the physician. In addition to training in the hospital setting, the student is likely to spend time in various clinics and the offices of individual physicians. Students may schedule additional family practice experiences during their elective months with the approval of the Office of Clinical Affairs.

### **Internal Medicine**

Students are required to complete two core clerkship and one selective clerkship in Internal Medicine. Internal Medicine clerkships are conducted as predominantly hospital-based experiences. The Core clerkships are completed at a clerkship training center or other affiliate site. For the selective Clerkship, an additional medicine service is selected by the student in a field of interest. The clerkships are intended to provide practical clinical exposure and learning designed for the application of concepts and principles presented during the preclinical years. Additional knowledge and practical experience are emphasized to identify the range of normal functioning, to identify, diagnose and manage patients with pathologic functioning and to predict the natural course of health and disease.

Students may schedule additional general or subspecialty internal medicine experiences during their elective months with the approval of the Office of Clinical Affairs.

### **Surgery**

Students are required to complete one core clerkship and one selective clerkship in Surgery. Surgical clerkships are conducted as hospital and/or ambulatory-based experiences. Successful completion of two services is required for graduation. For the Core rotation, students will be assigned to a clerkship training center or other affiliate site for general and/or specialty surgical services. The selective rotation may be scheduled at a site chosen by the student, with the approval of the Office of Clinical Affairs. The major goal of these clerkships is to provide an

appreciation of the principles of surgical practice by expanding on the precepts of the classroom in a practical experience in clinical medicine. It is intended that emphasis be placed on the totality of care from the presurgical visit through the surgical encounter and the postoperative recovery.

Students may elect additional surgical clerkship time during their elective months with the approval of the Office of Clinical Affairs.

### **Obstetrics/Gynecology**

Students are required to complete one Core clerkship in Obstetrics and Gynecology. This clerkship is intended to provide practical clinical exposure in the diagnosis and management of the female patient with normal and pathologic obstetric and gynecologic processes. Gynecologic surgery, labor and delivery, preoperative evaluations and postoperative care are emphasized. Students are encouraged to participate in ambulatory care where appropriate.

Students may schedule additional obstetrical and/or gynecologic clerkships during their elective months with the approval of the Office of Clinical Affairs.

### **Psychiatry**

Students must complete successfully one Psychiatry clerkship to meet Core clinical requirements. This Core assignment is intended to apply the concepts of diagnosis and management presented during the preclinical course work. The recognition of key target symptoms of common mental illnesses is emphasized with the mental status examination providing a basis of differential diagnosis and therapy. The student will be given additional exposure in cognitive, psychomotor and affective development.

Students may schedule additional clerkships in mental health and psychiatry during their elective months with the approval of the Office of Clinical Affairs.

### **Pediatrics**

Students are required to complete one core clerkship in Pediatrics. The required Core clerkship in Pediatrics allows the student to extend the concepts and principles developed during the preclinical years through clinical work in a hospital, clinic, and/or office setting as designed by the Clinical Training site. Students will learn observational and interviewing skills related to parent and child and engage individual patients and families across cultural and social boundaries. Their scientific and clinical understanding of normal growth and development will prepare them to engage parents and caregivers in health promotion. Students will gain clinical experience in the diagnosis and management of primary care pediatric patients with normal or pathologic functioning as well as an understanding of the natural course of diseases and preventive care. Their direct experiences will help them become aware of the unique vulnerabilities of infants and children that may require special attention, consultation, and/or referral. During this clerkship, students will have the opportunity to demonstrate an investigatory and analytic thinking approach to clinical situations. Further, they will use published evidence to evaluate clinical practice guidelines as they apply in multiple patient care environments.

Students will have some exposure to intensive care and pediatric subspecialties, but the emphasis is on primary care of the newborn to the adolescent. Students are encouraged to design an additional Pediatric elective based on their own learning goals in either inpatient or ambulatory care settings, scheduled with the approval of the Office of Clinical Affairs.

### **AHEC**

The Area Health Education Center was developed at UNECOM through funding by the federal government to: 1) provide educational experiences in rural Maine; 2) recruit qualified students from rural Maine; and 3) provide educational support for health professionals in rural Maine.

As part of this program, students from UNECOM are required to perform a selective rural health clerkship as part of their clinical requirements. Emphasizing, but not limited to, primary ambulatory care, students are assigned to a preceptor location in rural Maine to apply basic concepts and principles of medical care. The service is designed to develop an appreciation for the philosophy and style of rural practice by involvement with the community, physician and patient.

Involvement in patient diagnosis protocols, health screening, preventive medicine and patient education are utilized.

Successful completion of one service is required for graduation. Assignment is conducted by the AHEC Office, in coordination with the Office of Clinical Affairs.

### **Emergency Medicine**

An Emergency Medicine clerkship is a required selective hospital experience where the UNECOM student will apply the concepts of diagnosis and management of patient problems presented during the preclinical years. Students are expected to be ACLS (Advanced Cardiac Life Support) certified prior to this service. ACLS is offered during the second-year curriculum. The practical experience of recognition, differential diagnosis and therapeutic management of the patient with surgical, medical or psychiatric problems requiring urgent care is emphasized in this requirement. The student will apply psychomotor skills in musculoskeletal injuries, vascular access, wound management and cardiovascular resuscitation while demonstrating concepts of patient evaluation and management.

Students may schedule additional emergency medicine services during their elective time with the approval of the Office of Clinical Affairs.

### **Osteopathic Manipulative Medicine**

The OMM rotation is a mandatory selective designed to provide hospital inpatient, nursing home &/or assisted living community, and outpatient practical (hands on) experiences. In addition, there will be the opportunity for attendance at family practice and OMM didactics.

### **Electives**

Students are afforded elective time during their clerkship training. With the approval and counseling of the Office of Clinical Affairs, students may pursue areas of special interest to complement the required core and selective services. International elective clerkships are available, with approval of the Office of Clinical Affairs. Students are encouraged to explore a wide range of options with an emphasis on the broad preparation of the general practice physician. Students are urged to pursue a course which will not narrow their career path but provide for a wider appreciation of the diversity of medicine. Specific specialty tracking during clerkships is not in keeping with the mission of UNECOM. This general preparation will provide a firm foundation for entry to internship and residency level training.

### **Clinical Skills Assessment (CSA)**

This program uses trained actors/evaluators as surrogate patients to test students' assessment skills and to provide feedback for students' future benefit. Each student sees several "patients" in established scenarios. Specific tasks are assigned for each scenario and may include interview, patient communication, physical assessment, ethical issue, interpretation of lab results, EKG or X-ray or any combination. Upon concluding the task, the student completes whatever paperwork is appropriate, e.g., listing of differential diagnosis, providing answers to multiple choice questions or writing a progress note.

### **Affiliate Hospitals**

The following are major affiliate hospitals of the College. They play a significant role in the clinical experience of our students. We appreciate the dedication of those physicians who provide their time and expertise for the education of those osteopathic physicians who follow them. In addition, they are staffed by dedicated physicians who provide their time and expertise to educate a new generation of osteopathic physicians.

### **Core Predoctoral Educational Affiliates**

#### **UNECOM/Lehigh Area Clinical Training Center**

St. Luke's Hospital - Allentown & Bethlehem Campuses *Allentown & Bethlehem, Pennsylvania*  
Warren Hospital *Phillipsburg, New Jersey*



**UNECOM/Newark Clinical Training Center**

St. Michael's Medical Center *Newark, New Jersey*  
 St. Joseph's Hospital & Medical Center *Paterson, New Jersey*

**UNECOM/Rhode Island Clinical Training Center**

Roger Williams Hospital *Providence, Rhode Island*  
 Kent Hospital *Warwick, Rhode Island*

**UNECOM/Leather Stocking Clinical Training Center**

Bassett Health Care *Cooperstown, New York*  
 St. Elizabeth Hospital *Utica, New York*

**UNECOM/Keystone Clinical Training Center**

Community Hospital of Lancaster *Lancaster, Pennsylvania*  
 St. Joseph Medical Center *Reading, Pennsylvania*

**UNECOM/Maine Clinical Training Center**

Central Maine Medical Center *Lewiston, Maine*  
 Eastern Maine Medical Center *Bangor, Maine*  
 Maine-Dartmouth FP *Augusta, Maine*  
 Maine Medical Center *Portland, Maine*  
 Mercy Hospital *Portland, Maine*  
 Southern Maine Medical Center *Biddeford, Maine*  
 St. Mary's Regional Medical Center *Lewiston, Maine*  
 Togus Veterans Administration Hospital *Togus, Maine*  
 UMDNJ/SOM Affiliate Hospitals *Stratford, New Jersey*  
 United Health Services Hospital *Johnson City, New York*  
 University Health Care *Biddeford, Maine*  
 University Health Care for Kids *Portland, Maine*

**Postgraduate Educational Affiliations****AOA Internship in a Family Practice Residency**

Eastern Maine Medical Center *Bangor, Maine*  
 Central Maine Medical Center *Lewiston, Maine*  
 Maine/Dartmouth *Augusta, Maine*  
 UMASS/Fitchburg *Fitchburg, Massachusetts*  
 Albany Medical Center *Albany, New York*  
 St. Clare's Hospital *Schenectady, New York*  
 St. Elizabeth's Hospital *Utica, New York*

**AOA Internship in an Internal Medicine Residency**

UMASS/Memorial Health Care *Worcester, Massachusetts*  
 UMASS/St. Vincent's Hospital *Worcester, Massachusetts*  
 University of Connecticut *Farmington, Connecticut*  
 St. Michael's Medical Center *Newark, New Jersey*

**AOA Internship and AOA Internal Medicine Residency**

UMASS/Berkshire Medical Center *Pittsfield, Massachusetts*  
 St. Luke's Hospital *Bethlehem, Pennsylvania*

**AOA Internship and AOA FP Residency**

Warren/Coventry FP Residency *Phillipsburg, New Jersey*  
 St. Luke's Hospital *Bethlehem, Pennsylvania*

**Osteopathic Manipulative Medicine Residency and AOA Approved Family Practice Residency**

University of New England *Biddeford, Maine*

**Links**

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# Catalog 2004-2005

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## COM Financial Aid

### Financial Aid Programs

The Financial Aid Office at the University of New England is committed to providing students with information about the different education financing options available. This information is available on the [Financial Aid website](#). The web site describes the aid application process, the types of financial assistance available, and other important information. The following pages provide a brief overview of the different types of aid available.

The material described below represents the most up to date information available at the time that this catalog was published. Due to the nature of federal, state, institutional and private program guidelines, this information is subject to change without notice.

### Scholarship Programs

#### College of Osteopathic Medicine Scholarship

This scholarship is awarded to students demonstrating exceptional financial need. Applicants must have all of their financial aid application materials complete by May 1st in order to be considered for this scholarship.

#### Sewall Osteopathic Foundation Scholarship

Two third-year UNECOM students are chosen to receive \$10,000 each during their fourth year. Applicants must be committed to primary care practice in rural areas. Applicants cannot have a conflicting service obligation (National Health Service Corps, Armed Forces, Indian Health Service). Applicants must be in good academic standing. Eligibility is not based on financial need. Applicants must complete an application essay and an interview with the scholarship selection panel.

#### Founders Scholarship Fund

This scholarship will be awarded to a deserving senior UNECOM student from New England who is judged to be in financial need and who exemplifies high ethical standards toward the Osteopathic profession.

#### Other University Scholarships

These scholarships are available to students demonstrating exceptional financial need. Funding comes from the University and private donors. Applications will be mailed to all current UNECOM students in the spring. Students may also print an application from the financial aid web site. The deadline for applications is in April proceeding the award year.

#### National Health Service Corps Scholarship

These competitive scholarships will pay full tuition and required fees for the academic year, a single payment toward other allowable expenses and a monthly stipend \$1,098 (before Federal taxes) for the 03/04 academic year. For each year of scholarship support (two-year service minimum) recipients owe one year of full-time professional practice at mainly rural sites in high-priority health professions shortage areas of the U.S. at facilities approved by the Public Health Service. Awards are not based on financial need. Application packets usually are available in

January, and can be requested by calling 1-800-638-0824.

### **Armed Forces Health Professions Students Scholarships**

In exchange for a later active duty service obligation, these scholarship programs will pay full tuition, fees, the cost of required textbooks and equipment, and a monthly stipend. The Financial Aid Office has a listing of the Armed Forces recruiters local to the University who can provide additional information regarding these programs.

### **Maine Osteopathic Association Scholarships**

Maine residents enrolled in the College of Osteopathic Medicine should contact the Maine Osteopathic Association for scholarship applications. The application deadline is May 1st. Contact: Executive Director, Maine Osteopathic Association, RR2 Box 1920, Manchester, ME 04351. Tel: (207) 623-1101.

### **Russel C. McCaughan Education Fund Scholarship**

The American Osteopathic Foundation awards each college of osteopathic medicine a \$400 scholarship to a second-year student. The dean of the College of Osteopathic Medicine selects the recipient on the basis of academic performance, extracurricular activities, and promise as an osteopathic physician during the student's first year. Selection is made in April of each year.

## **Loan Programs**

### **Primary Care Loan**

This loan program is designed to assist students intending to practice in primary care. Applicants must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's age or independent status. Funding decisions are based upon the availability of funding and the total number of eligible applicants. Students must have their application materials complete by May 1st in order to be considered for this program.

### **UNECOM Direct Tuition Credit Loan**

This program is available to New England residents. The loan is interest free during the borrower's UNECOM matriculation and remains interest free if the borrower establishes practice in New England for five years following the completion of an internship / residency program. Students must have their application materials complete by May 1st in order to be considered for this program.

### **Federal Subsidized Stafford Loan**

This federally-guaranteed loan is available to students demonstrating financial need. The maximum amount per financial aid year is \$8,500. The student does not pay principal or interest until six months after the time when the student ceases to be enrolled at least half time.

### **Federal Unsubsidized Stafford Loan**

This federally guaranteed loan is similar to the Subsidized Stafford Loan, except that interest begins to accrue from the time the loan is disbursed through repayment. Students can pay the interest while in school or elect to have all the unpaid interest added into the loan principal at the start of repayment.

### **Gilbert Loan**

This low-interest loan program is available to medical students who are graduates of the University of Maine. Loan amounts vary depending upon availability of funds and the total number of eligible applicants. Contact: Student Financial Aid Office, University of Maine, Orono, Maine 04469. (207) 581-1324.

### **Maine Health Professions Loan**

Available to Maine residents who demonstrate financial need. Applicants (under the age of 30) must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's independent status. Applicants over the age of 30 are required to provide income information for themselves (and spouse, if applicable). Loan amounts range from \$5,000 to \$20,000 annually. Contact: Pam Crate, c/o FAME, P.O. Box 949 S Community Drive, Augusta, Maine 04333. (800) 228-3734. The deadline is October 1st of each academic year.

### **New England Osteopathic Association Loan**

This loan is available to students who have successfully completed their first year at UNECOM, have New England origins and demonstrate financial need. The loan carries a low interest rate (4%) if the recipient maintains a practice in New England; the interest rate is 12% (compounded annually) if conditions for the loan are not met. Application forms are available from the Continuing medical Education Office or the Financial Aid Office.

### **Alternative Loans**

There are currently several private lenders who offer osteopathic students funding under alternative loans. These credit-based loans are designed to make up the difference between the student's recognized cost of attendance and the amount of financial aid the student receives. The Financial Aid Office will send a brochure, which has a description of some of the most advantageous alternative loan programs, to students with their award package. Contact the Financial Aid Office for additional information.

### **Contacting the Financial Aid Office**

The Financial Aid Office is located in Room 121 in Decary Hall. Office hours are 9 a.m. to 4 p.m. Monday through Friday. Students wishing to make an appointment with a financial aid counselor should call (207) 283-0171, extension 2342. We can be reached via fax at (207) 294-5946. General correspondence can be sent via the Internet to [finaid@une.edu](mailto:finaid@une.edu).

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## COM Tuition and Fees

	<b>Fall 2004</b>	<b>Spr 2004</b>
Tuition	\$16,500	\$16,500
Microscope Rental (First Year Only)	\$125	
General Svcs Fee*	\$420	
Malpractice Insurance	TBD	

## Deposits and Fees

**First-Year Admission Deposit:** This \$500.00 non-refundable deposit is due according to the following schedule and is credited against tuition.

- Those accepted prior to November 15th will have until December 15th to submit their deposit.
- Those accepted between November 15th and January 14th will have 30 days.
- Those accepted between January 15th and June 14th will have 14 days.
- Those accepted on or after June 15th will be asked for an immediate deposit.

**First-Year Tuition Installment:** This \$1,000.00 deposit is due according to the following schedule and is credited against tuition. It is refundable subject to withdrawal policies.

- Those accepted between November 15th and January 15th will have 60 days from receipt of their initial \$500.00 Admission Deposit.
- Those accepted beyond January 16th will have 30 days from receipt of their initial \$500.00 Admission Deposit.

**Special Student Tuition:** UNE undergraduate students are permitted to enroll in UNECOM courses as non-matriculating students on a space available basis. Tuition will be \$725 per credit hour. Students who later become UNECOM matriculated students will pay the full-time rate.

## General Services Fee

This mandatory fee is billed to all medical students and provides the following services:

1. Graduation activities including cost of receptions, speakers, diplomas.
2. Student Government activities including support for clubs, programs, cultural events, etc.
3. Campus Center featuring a gymnasium, running track, fitness center with racquetball courts, snack bar, and bookstore.
4. Athletic events including intramural programs and all intercollegiate home games.
5. Transcripts

## **Health Insurance**

Medical students must enroll in UNE's Student Medical Insurance Plan unless they can demonstrate proof of comparable medical insurance. Refer to our insurance brochure for instructions and rates.

Students are expected to maintain health insurance coverage throughout their tenure at UNECOM. Students electing to enroll in comparable plans should be careful to ascertain their coverage for hazards inherent to physicians, such as hazards associated with needle sticks or blood-borne pathogens.

## **Parking Fees**

Students wishing to park a vehicle on campus must purchase a parking permit from the Student Accounts Office at a cost of \$50. Failure to register a vehicle will result in a \$25 fine.

## **Dean's Letter of Recommendation**

Institutional letters of recommendation for prospective postgraduate programs, such as internships, residencies, and fellowships are provided to graduating students. The first ten requests for letters shall be free of charge. All additional requests shall be assessed a \$3 fee.

## **Special Examination Fee**

All students are required to take Parts I and II of the Comprehensive Medical Licensing Exam (COMLEX). All fees are determined by the National Board of Osteopathic Medical Examiners and are paid directly to the Board.

## **Payment Schedule**

Fall tuition and fees are due on August 1, 2004; the Spring tuition is due on January 15, 2004.

## **Late Payment Charge**

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

## **Refund Policies**

Overpayments - The University will refund overpayments to students with Title IV Financial Aid in accordance with Federal regulations. Students may elect to have their overpayment directly deposited into a checking or savings account.

*Note:* It is customary for medical students to borrow from several sources or to sign agreements with third-party payers such as the Armed Forces, state or federal governments to cover their educational costs as well as living expenses. The University realizes that payments are not always received in a timely fashion because of delays at the bank or governmental agencies. In the event a student's loan proceeds are not received by the start of classes and the student does not have adequate resources for living expenses, a petition for exception to our refund policy can be submitted. This petition will need to be evaluated by the Office of Financial Aid, and must clearly demonstrate financial hardship. The University will refund up to one month of living expenses, as determined by the Financial Aid Office, in anticipation of student loan and/or government checks.

## **Withdrawal Tuition Refund Policy**

A student who intends to withdraw from the University will be required to go through the withdrawal process. He/she must first see the UNECOM academic dean to obtain the necessary forms. Verbal notice is not sufficient. For purposes of computing refunds, the date of withdrawal



recorded by the dean after receipt of withdrawal forms will be used by the Business Office to compute any refund due the student.

Refunds will not be permitted for withdrawals during summer remedial courses.

#### **Fall Tuition Refund\***

June 1 to orientation	90%
During the first and second week of classes	50%
During the third and fourth week of classes	25%
After fourth week of classes through Christmas Break	None

\*First year only - Refund calculated after deducting admission deposit.

#### **Spring Tuition Refund**

During the first four weeks of classes after Christmas Break	25%
After fourth week of classes after Christmas Break	None

Refunds will not be made in the case of absence, suspension or dismissal.

Adjustments to students' financial aid awards will be made according to federal refund policies as well as specific program policies. Students who withdraw during their first semester at the University and received federal financial aid, may be entitled to a refund under the federal rules labeled "pro-rata." Students who receive federal Title IV financial aid may be entitled to a refund under the federal refund policy. The federal refund policy allows students a refund based on the percentage of time they were in attendance up to the 50% point within the semester. Details are available in the Financial Aid Office.

#### **Leave of Absence Tuition Credit Policy**

In the event a student desires to apply for a leave of absence, a Leave Form must be submitted to the Academic Dean's Office. The form will include the reason for leaving, as well as the expected date of return. An approved leave of absence during the on-campus portion of the curriculum will result in tuition credits per the Withdrawal Tuition Refund Policy. No penalty is assessed for a leave of absence during the Clerkship Training Curriculum.

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.

#### **Notes**

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. UNE will continue to make every effort to contain costs from the date they are announced through the current academic year. The Board of Trustees, however, reserve the right to make changes in tuition and fees at any time.
3. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. The University recommends that students open a checking account with People's Heritage Bank, who has installed a full-service ATM machine on campus. Checks may also be cashed daily at the Student Accounts Office and Bookstore (\$75 maximum).
4. The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
5. Textbooks usually cost about \$600 per semester. Students are expected to pay for those

books at the beginning of the semester. Books, supplies, and other items available at the University Bookstore may be paid for with cash, check, Mastercard, VISA, and Discover credit cards. NOTE: First-year textbook costs are considerably higher.

6. Student Malpractice Insurance: A group insurance policy is purchased and provided by UNE to insure its medical students and faculty in the amount of \$1,000,000/\$3,000,000.
7. The University offers direct deposit to its students. Students with credit balances can have the excess funds directly deposited in the bank of their choice. The sign-up form is available on [here](#).

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# Catalog 2004-2005



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## COM Scholastic Regulations

All students enrolled in the University are encouraged to acquaint themselves with the scholastic regulations, the general and specific requirements of the academic program, and the operational policies that govern the program of study. Additional information may be found in the Student Handbook.

## Student Rights and Responsibilities

As part of its review, the Admissions Committee evaluates each applicant in the areas of personal and academic integrity and personal values. An invitation to join the COM community indicates that the institution feels that the applicant has a well-developed set of values and a high level of integrity. The faculty and administration are committed to fostering this sense of integrity and helping students develop an increasing awareness of the multifaceted demands of professionalism: as student physicians who are ultimately responsible for their own learning, as people who need constantly to reappraise themselves, and as future physicians who must learn to cope with a new set of demands.

Student physicians are expected to behave with respect and integrity, to face new situations and people with open minds, to maintain their intellectual and personal curiosity, and to meet their obligations. These expectations form the basis of student responsibilities.

On the other hand, student rights are based on the premise of reciprocity. That is, students should be met with the same sense of integrity, respect, and openness. **Standards for Professional Behavior and Conduct**

In order to evaluate acceptable demonstration of professional behavior and conduct for graduation, the following standards were adopted by the UNECOM faculty:

1. Behaves in a responsible, reliable and dependable manner. e.g. manages time well, is on time for assignments, meetings, and appointments; plans ahead; follows through with commitments; cooperates with person(s) in charge of programs; and takes responsibility for absences or missed assignments.
2. Demonstrates personal integrity, honesty, and self-discipline (e.g. is consistent and truthful, shows appropriate personal control, takes on tasks that he/she can manage; honest in reports and self-evaluations).
3. Projects a professional image in manner, dress, grooming, speech, and interpersonal relationships that is consistent with the medical profession's accepted contemporary community standards (e.g. maintains awareness of personal hygiene, wears white coat and name tag if expected, notifies preceptor or other leader in case of emergency absence or calls to apologize if unable to notify in advance; is respectful of other students and patients when doing physical diagnosis or treatment).
4. Recognizes his/her personal limitations and biases, whether they are intellectual, physical or emotional; strives to correct them (e.g. overcomes negative behaviors such as procrastination, learns to be a team member, and adapts to new situations; avoids discriminatory conduct or speech).
5. Demonstrates the professional and emotional maturity to manage tensions and conflicts

which occur among professional, personal, and family responsibilities, seeking professional help if necessary (e.g. meets with supposed antagonists to resolve misunderstandings, gets needed help from faculty advisors, tutors, counselors, learning assistance professionals and other qualified persons, shows ability to appropriately prioritize personal, professional, and academic expectations and activities).

6. Demonstrates the ability to exercise sound judgment and to function under pressure (e.g. requests help when needed and does not endanger others, respects the difference between student doctor and doctor, and remains focused on the task at hand; remembers that as student doctor he/she represents UNECOM to the community).
7. Demonstrates ability to learn from mistakes and failures, heeds admonitions and warnings from officers of UNECOM and of clinical supervisors (e.g. is responsive to feedback and constructive criticism regarding professional behavior and attitude, understands the seriousness of academic and disciplinary warnings).
8. Demonstrates compassion and respect toward others (e.g. works cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status, and respects the privacy and individual choice of others).
9. Consistently demonstrates respect for administrators, faculty, staff, and fellow students of the University.

Failure to abide by these standards may result in academic warning, probation, or dismissal.

### **Registration**

The University conducts an annual registration for first and second year students during the initial days of the new academic year. During this process, students are expected to finalize payment of tuition and related fees, as delineated in the section, entitled "[Tuition & Fees](#)", including filing appropriate documents with the Offices of the Registrar, Financial Aid, Business Affairs, and Office of Recruitment, Student and Alumni Services. In addition, all new, incoming students are required to undergo a complete physical examination, meet UNECOM immunization requirements, and complete the medical questionnaire provided by the University as a prerequisite to enrollment. Failure to comply with meeting immunization requirement may result in the inability to register for courses, receive course grades or proceed with clinical assignments.

### **Academic Records**

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

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

### **Student Access and Annual Notification**

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

1. The right to inspect and review the student's education records within 45 days of the day

the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.

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

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

### **Directory Information and Disclosure**

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

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

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

### **Response Time and End-of-Term Processing**

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

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This "end-of-term" processing is not finished for a minimum of two weeks after the last final exam. Students will be notified when end of term processing has been completed.

For students graduating at the end of spring semester: degree verification and posting must be done after end-of-term grades are processed. Students are advised to anticipate waiting these periods of time, and should plan ahead when working with employers, graduate schools, agencies, or licensing bureaus when ordering transcripts, grade reports, or degree verifications.

### **Transcripts**

The following are the policies and regulations concerning transcripts:

No official transcript will be issued until all financial obligations have been met. Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another's transcripts by an imposter.

Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student 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."

### **Attendance**

The University expects the student to attend all scheduled lectures, laboratories and clinical assignments unless appropriate permission has been secured prior to the absence. Any student missing a class is NOT exempted from completing the assignment covered during the absence. For further information, student should consult the "excused absence policy" as found in the Student Handbook.

### **Grading**

Upon completion of a unit of study, the faculty member in charge of that unit submits the number of hours taught and a grade for each student to the Academic Dean. Grades are based on a High Pass/Pass/Fail grade system.

If a student is required to repeat a unit of study, the name of the unit of study and the new grade shall be entered a second time on the transcript. The original recording of the unit of study will not be removed from the transcript. All units of study shall be listed chronologically by trimester, summer, and/or academic year during which they are completed.

### **Academic Standing**

The Student Affairs Committee is responsible for evaluating performance and making recommendations to the academic dean on student disciplinary and academic matters, performance, and on action(s) to be taken. Yearly, the Committee makes recommendations to the academic dean on the promotion of students to the next class. At any time the Committee deems necessary, it may inform the appropriate faculty and administrative personnel of students experiencing academic difficulties so that corrective or remedial action may be taken. Also, each year the Committee recommends to the faculty, through the academic dean, the awarding of the degree of doctor of osteopathic medicine to those students who have satisfied the requirements.

The status of a student may be reviewed by the Student Affairs Committee when the student's performance is found to be unsatisfactory in the accumulation of knowledge and/or personal growth. For example, the student may be reviewed for any of the following reasons:

- 1.

Unexcused absence(s) from class, laboratory, or clinical experience.

2. Failure to obtain a satisfactory grade in every unit of study such as a course, preceptorship, or clerkship.
3. Failure to abide by the Standards for Professional Behavior and Conduct or to exhibit the behavior, ethics, or professional manner deemed necessary for the continued study and later practice of osteopathic medicine in the judgment of the Student Affairs Committee.
4. Personal or medical reasons; in assessing personal growth, such factors as morals, emotional stability, integrity, general conduct, reliability, judgment, and rapport with patients is considered.

After discussion, the Student Affairs Committee may decide by majority vote to make one of the following recommendations to the Academic Dean:

1. No significant deficiency exists, and the student is promoted, with such oral or written caution to the student as may be recommended.
2. A significant deficiency exists and one or several of the following actions is to be taken according to severity of the deficiency, the student's overall achievement and circumstances surrounding the deficiency (illness, family emergency, etc.):
  - a. Student is to take remedial examination(s) after an appropriate interval recommended by the department chairpersons or system coordinator most involved and approved by a majority vote of the Student Affairs Committee.
  - b. Student is to undertake special projects or studies required in the deficient area(s).
  - c. Student is placed on academic or disciplinary probation for a stated period of time.
  - d. Student is required to repeat the course(s), preceptorship(s), or clerkship(s) in which there is a deficiency.
  - e. Student is required to repeat the academic year.
  - f. Student is suspended from the College.
  - g. Student is dismissed from the College.

### **Withdrawal/Dismissal**

A student who is dismissed from the College may appeal this decision to the academic dean. The dean will convene a five-member Appeals Committee for a review of the decision and recommendation. If the appeal body upholds the dismissal decision, the student is dismissed from the College. If the Appeals Committee and Student Affairs Committee do not agree on dismissal, the academic dean will make a final determination.

Placement of a student on academic probation or disciplinary probation indicates the faculty's extreme dissatisfaction with the student's academic or behavioral performance. While on probation, the student will not represent the college at outside events and will be asked to curtail elected office responsibilities until their academic performance improves. In addition, a student on academic probation must pass all units of study; a student on disciplinary probation must discontinue the behavior leading to probation and maintain a record of exemplary behavior. Students who violate the conditions of probation as listed above will be reviewed again by the Student Affairs Committee, which will make such recommendations to the academic dean as it sees fit.

An application for voluntary withdrawal from the College must be submitted in writing to the academic dean. The academic dean may grant a leave of absence due to financial difficulties or for personal, medical, or family problems.

### **National Board of Osteopathic Medical Examiners**

The Comprehensive Medical Licensing Examinations (COMLEX) are administered by the National Board of Osteopathic Medical Examiners (NBOME) and are divided into three levels. Levels I and II are given during the college years and Level III is given to qualified graduates during their internship year. Students must pass COMLEX Level I in order to continue into the third-year clinical rotations. Prior to graduation, students must take and pass the Level II examination

(effective with the class entering fall 2002).

Students will have a maximum of three times to pass COMLEX Level I and COMLEX Level II. (effective with the class entering fall 2004)

Note: Applications must be in the Office of the National Board of Medical Examiners one (1) month before the date scheduled for the exams. The College will not be responsible for late applications.

### **Laptop Computer Requirement**

The College has instituted a mandatory laptop computer requirement. Specifics regarding the minimum configuration will be available on a yearly basis.

### **Graduation**

The Board of Trustees of the University of New England confers the degree doctor of osteopathic medicine (D.O.) upon those students who have satisfactorily completed the requirements for graduation and who have been recommended for graduation by the faculty of the College.

Every candidate for the degree of doctor of osteopathic medicine must:

1. Be of good moral character.
2. Have fulfilled the requirements of study for the degree as determined by the faculty.
3. Have met the academic requirements of the College for the awarding of the degree and have been in residence at this College for the last two years.
4. Be free of indebtedness to this College, the University, and their affiliates.
5. Have demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continuing study and practice of osteopathic medicine.
6. Have been recommended by the faculty for graduation.
7. Be present at the commencement ceremony of his/her class at the time the degree is conferred.

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## COM Student Services

The Associate dean of students, in conjunction with the staff of the Office of Recruitment, Student and Alumni Services, is responsible for the management and development of the following areas: Student support services (e.g. student orientation, professional development, student personnel records, student government, clubs, and special events, and counseling). Matters and concerns which do not fall within either the curricular or clinical areas may be directed to the associate dean of students located in the Recruitment, Student and Alumni Services (RSAS).

The office of Recruitment, Student and Alumni Services serves as a one-stop shop for addressing the needs of medical students on the university campus. They are aided in meeting the needs of medical student by other offices in the Students Affairs Division. A description of those offices and services follows.

### Housing

At this time there is no on-campus housing available for medical students.

Listings of off-campus housing are also available through the Office of Housing and Residence Life. Students are encouraged to begin their search for housing in the spring, prior to their fall enrollment.

### Dining Services

Medical students may choose to participate in the University of New England dining service program. The University dining service provides three meals per day, Monday through Friday, with brunch and dinner on weekends. A variety of entrees are offered with a deli bar at lunch and a complete salad bar at both lunch and dinner. Holiday meals and specialty nights are periodically offered.

In addition to the cafeteria, the "Hang," located in the Campus Center, and the Alford Cafe, located in the Alford Center for Health Sciences, offer a varied menu for students, faculty, staff, and visitors to the University.

### University Health Care

The Sanford Petts Health Center provides high quality health care services to the public and to the entire UNE community, students, faculty, staff, and their dependents. This facility is located across from Marcil Hall, between Hills Beach Road and Pool Road (Route 9). A second facility available to students is the Main Street Health Center, located on Main Street in Saco, Maine (telephone number: 283-1407). Additional specialty facilities are located in Portland, South Portland, Falmouth, and the student clinic at the University's Westbrook College site.

Under the direction of osteopathic physicians, the health centers provide care in a model ambulatory care setting and provide an integrated approach to the following services: family practice, prenatal care, workers' compensation injuries, osteopathic manipulative medicine, eating disorders program, acute emergency care, X-ray/EKGs, geriatrics, gynecology, pediatrics, internal medicine/gastroenterology, physical therapy, counseling, sports medicine, orthopedics, minor surgery, and industrial medicine. Many UNE students have the opportunity to broaden their training in health care delivery through preceptorships in the health centers and through a

month-long rotation during their third and fourth years. The Health Center staff are committed to playing an active role in the maintenance of individual and community health. They have established these goals:

- a. To promote health through campus-wide programs.
- b. To encourage individual participation in health care decisions.
- c. To provide prompt and effective attention to all health care needs.  
Physicians are on call 24 hours per day and office hours are available Monday through Wednesday (8 a.m. to 8 p.m.), Thursday and Friday (8 am to 5 pm), and Saturday (8 a.m. to noon). The direct telephone number for the Health Center is 207-282-1516, or through the University at 207-283-0171, ext. 2358. Appointments are preferred for routine office visits and non-emergency procedures. Urgent problems are evaluated and treated based on their severity. University Health Care Physicians provide in-hospital care at Southern Maine Medical Center in Biddeford, at Mercy Hospital in Portland, or Maine Medical Center in Portland.

### **Counseling Services**

UC: Decary 109, extension 2549  
Jane Ann McCabe, Clinical Coordinator  
[jmccabe@une.edu](mailto:jmccabe@une.edu)

WCC: Proctor 320, extension 4550  
Cali Williamson, Coord. of Counseling Services/WCC  
[cwilliamson@une.edu](mailto:cwilliamson@une.edu)

Counseling Services provide a variety of services which address the psychological and emotional health of the graduate and undergraduate student population. Individual, group, or couples counseling is available. 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 on-going 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 Counseling Services can be released to anyone without written consent. Homicide, suicide, child abuse, elder abuse, or abuse of any incapacitated person are exceptions to confidentiality and will be reported to the appropriate persons.

There is no fee for students to use counseling services.

### **Career Services**

UC: Decary 102, extension 2817  
Judy Bellante, Coordinator  
[jbellante@une.edu](mailto:jbellante@une.edu)

WCC: Proctor 102, extension 4237  
Judy McManamy, Coordinator  
[jmcmnamy@une.edu](mailto:jmcmnamy@une.edu)

The Career Services Office is 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, defining career goals, changing careers and developing job search strategies, which includes creating/ revising a curriculum vita. The resource library contains information about careers, doctoral programs, job seeking and potential employers, as well as access to a variety of computerized resources.

### **Student Activities**

The Student Government Association (SGA) is the official voice of the COM student body. Senate

members are elected by a general ballot with the exception of the vice-presidents of each class who serve as ex-officio senate members.

The goals of this SGA are to represent the student body in all matters affecting students, determine appropriation of monies to other student organizations, and communicate and maintain a working relationship with faculty, administration, board of trustees, alumni, and national associations. Currently, the COM SGA supports in excess of 30 active student organizations. Some of the club activities which are supported by the SGA include the Sports Medicine Club, the Undergraduate American Academy of Osteopathy, local chapters of the Student Osteopathic Medical Association (SOMA) and the American Medical Student Association (AMSA), Synapse (COM yearbook), and various other clubs and organizations. Sigma Sigma Phi, a national osteopathic honor society, has chartered a chapter as has Psi Sigma Alpha, the national osteopathic academic honor society. In addition, partners are involved with the school by participation in the Student Auxiliary Association (SAA).

All students are invited to participate in the lecture series, movies, concerts, intramurals, and other events sponsored by the University's Cultural Affairs Committee, Athletic Office, and Student Activities Office.

### **Learning Assistance Services**

UC: Learning Assistance Building, extension 2443  
Maura O'Connor, Coordinator  
[moconnor@une.edu](mailto:moconnor@une.edu)

WCC: Proctor Center, extension 4247  
Lori Power, Learning Specialist/WCC  
[lpower@une.edu](mailto:lpower@une.edu)

Learning Assistance Services (LAS) provide a comprehensive array of academic support services, including courses, workshops, individual and group tutoring, and advising. The goal of Learning Assistance Services 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.

### **Disability Services**

UC: Stella Maris 128, extension 2815  
WCC: Proctor 318, extension 4418  
Susan Church, Coordinator  
[schurch@une.edu](mailto:schurch@une.edu)

Disability Services exist to provide the qualified student with a documented disability, equivalent access to, and equal opportunity in, the educational environment. A major goal of Disability Services 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 documented disability.

### **Registration Policies for Students with Disabilities**

Federal laws, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, state law, and the Maine Human Rights Act prohibit postsecondary institutions from discriminating against individuals with a disability. These laws require that postsecondary institutions provide reasonable academic accommodations to qualified individuals in order to ensure equal educational opportunity and access. Dependent on individual need, reasonable accommodations may include a modification to or a waiver of an institutional policy, procedure or service. This includes rules and procedures associated with clearance and course registration.

All accommodations to registration and clearance will be granted on a case-by-case basis after the student has been registered with and granted such accommodations by the Office for Students with Disabilities. The University will make a concerted effort to accommodate the student's request within reasonable means upon timely notice by the student to the Registrar's Office. The University cannot guarantee that the courses, times and locations will be equal to the student's

request.

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## Doctor of Physical Therapy

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### College of Health Professions

Sheldon, Michael (Program Director) M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono-Zoology; B.S., University of Rhode Island-Zoology.	Associate Professor
Butler, Barry B.S., University of New England-Physical Therapy; B.S., Central Connecticut State University-Health, Physical Education and Recreation. American Board of Physical Therapy Specialties, Certified Specialist in Orthopedic Physical Therapy.	Clinical Instructor
Fecteau, Paul B.S Physical Therapy, University of New England; Certified Athletic Trainer, University of New England; Credentialed Clinical Instructor, American Physical Therapy Association, Alexandria,VA.	Clinical Instructor
Fillyaw, Michael M.S., University of Massachusetts-Exercise Science; B.S., University of Connecticut- Physical Therapy.	Associate Professor
Giles, Scott M.S.P.T., Springfield College-Physical Therapy; B.S., Springfield College.	Clinical Assistant Professor
Leighton, Dennis 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.	Assistant Professor
Potter, Kirsten 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.	Associate Professor
Quick, Nancy Ph.D., University of Kentucky-Exercise Science; M.A., University of North Colorado- Exercise Science; B.S., University of Colorado Health Science Center-Physical Therapy	Assistant Professor

### The Physical Therapy Program at the University of New England

The professional education program in physical therapy at the University of New England offers a three-year Doctor of Physical Therapy (DPT) Degree Program. While it took nearly two decades for the educational model to change from baccalaureate to master's-level education, the transition to education at the level of the clinical doctorate is happening at a significantly accelerated pace. At this time, most physical therapy education programs in the nation already offer, are in various stages of developing, or have indicated interest in developing a DPT degree program.

The scope of physical therapy practice is expanding in the areas of critical inquiry, clinical decision-making, and the differential physical therapy diagnosis of impairments, functional limitations and

disabilities. This scope of practice is reflective of the direct access to physical therapy services in the majority of states including Maine. In addition to direct patient/client care following an illness or injury, physical therapists are involved in prevention and wellness, health promotion, and health screening activities. Physical therapists also function as educators, consultants, scholars, and administrators. It is the overwhelming opinion of the program faculty that education at the level of the clinical doctorate will best prepare graduates to function in a dynamic health care delivery system and in a society with diverse health care needs.

### **Department of Physical Therapy Mission Statement**

To advance the profession of physical therapy by educating physical therapy graduate students for contemporary practice and by contributing to research, interdisciplinary collaboration, community and professional service, and clinical practice. We are committed to evidence-based, interdisciplinary, and life-span care for the diagnosis, prevention, and intervention of movement impairments, functional limitations and disabilities.

### **Program Goals**

The ultimate goal of the program is to prepare students to enter practice in physical therapy. To achieve this final goal, the faculty has identified six general program goals that are compatible with the missions of the department, College, and University and attained through the curriculum and the activities of the students and faculty.

The goals are to:

1. Prepare students to be competent physical therapists and contributing members of society.
2. Develop creative and flexible curricular approaches to meet the rapidly changing demands of professional practice.
3. Contribute to the advancement of knowledge in physical therapy through scholarly inquiry.
4. Provide continuing education opportunities to clinicians.
5. Actively participate in and contribute to professional activities at the local, state, and national levels.
6. Interact with other disciplines within the University based upon areas of interest and expertise.

### **Educational Outcomes**

The Department of Physical Therapy, the College of Health Professions, and the University of New England are committed to offering a quality physical therapist education program that complies with the evaluative criteria of the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of physical therapy. Please refer to the Department of Physical Therapy *Student Handbook* for further details regarding educational outcomes.

### **Accreditation**

The Physical Therapist Education Program at the University of New England was granted accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) <sup>1</sup> through 2012. The program has been an accredited program since its beginnings (first graduating class in 1984). The program, through its policies and procedures, is committed to assuring compliance with the evaluative criteria established by CAPTE.

<sup>1</sup> Commission on Accreditation in Physical Therapy Education  
1111 North Fairfax Street  
Alexandria, Virginia 22314

Email: [accreditation@apta.org](mailto:accreditation@apta.org)

Phone: (703)-684-2782 or (703)-706-3245

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## Doctor of Physical Therapy

[Department Website](#)

### Admissions Policies and Procedures

The faculty in the Department of Physical Therapy value a class comprised of students with diverse educational backgrounds and life experiences. Individuals with a bachelor's degree from any accredited institution are encouraged to apply for admission to the DPT program. To be considered for admission to the DPT program, the applicant must:

1. Have a distinguished record of excellence and achievement in college as established by GPA, extracurricular activities, community involvement, GRE scores, and letters of recommendation.
2. Successfully complete the following prerequisite courses<sup>1</sup>:
  - 4 Credits of Biology<sup>2</sup>
  - 4 Credits of Anatomy<sup>2, 3</sup>
  - 4 Credits of Physiology<sup>2, 3</sup>
  - 8 Credits of Chemistry<sup>2</sup>
  - 8 Credits of Physics<sup>2</sup>
  - 6 Credits of Psychology (to include General/Intro)
  - 3 Credits in Statistics

#### Notes

*1 Students may be conditionally admitted to the DPT program without having completed all prerequisite course work. Students must successfully complete all prerequisite courses before enrolling in any physical therapy course.*

*2 Courses must include a laboratory component and be taught from the science department of the institution. Survey courses taught in non-science departments will not satisfy the course requirements.*

*3 A two-semester sequence of anatomy and physiology will satisfy these requirements.*

For those high school students interested in the graduate program in physical therapy, please contact the Office of Admissions and Enrollment Management for further information regarding the pre-physical therapy designation within various undergraduate programs at UNE.

Applicants are encouraged to submit their application materials to the Office of Admissions by March 1st of each year. However, there is no application deadline as the Department of Physical Therapy Admissions Committee reviews applications on a rolling bases.

### Health Information

Students are required to complete the Physical Therapy Health Information Form and demonstrate proof of cardiopulmonary resuscitation certification at least two months prior to all scheduled clinical education experiences. Students are responsible for making sure they are in compliance with the requirements at their assigned clinical site. In some cases the actual requirements may exceed the program requirements. For example, a site may require a varicella titer, criminal background check or drug testing. Failure to complete the specified requirements in

a timely manner may result in a student's experience being delayed or canceled. Expenses associated with the requirements are the responsibility of the student.

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## Doctor of Physical Therapy

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### Doctor of Physical Therapy Curriculum

The Doctor of Physical Therapy Program is three calendar years (8 semesters) in length and includes a combination of classroom course work, laboratory experiences, and clinical practicum experiences. The curriculum begins with the foundational sciences through which the student explores and studies normal human structure and function. From this critical underpinning, the student undertakes, through an integrated study of body systems, an evidence-based approach to the study of the various pathological conditions that interfere with function, the associated psychosocial impact, the relevant medical and surgical interventions, and the physical therapy tests, measures, and interventions utilized within the patient/client management model.

The student is also introduced to the physical therapist's role in prevention and wellness, health promotion, education, consultation, scholarly inquiry, legislation and policy-making, and administration. The student is provided with the opportunity to explore in depth an area of physical therapy practice through advanced topics and interdisciplinary elective courses. Moreover, a student may work under the mentorship of a faculty member to pursue their interest in scholarly inquiry in the research track. Students complete three, full-time clinical practica, totaling 36 weeks of clinical experience. Some 240 clinical sites around the United States are available to provide a broad base of experiences in a variety of settings. The sites represent the continuum of health care practice settings including acute care hospitals, rehabilitation hospitals, outpatient private practices, ambulatory care centers, skilled nursing facilities, school/ preschool programs, and home health care. Full-time clinical practica experiences are integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients. The primary educational goal of the program is to prepare the graduate for autonomous practice wherein physical therapists are recognized by consumers and other health care professionals as the practitioners of choice...for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health. (American Physical Therapy Association Vision Statement 2020).

### Teaching/Research Assistantships

The DPT program provides up to five graduate teaching/research assistantships to students in the 3rd year of the professional education program.

### Part-Time Study

The DPT program also provides opportunities for part-time study for some components of the DPT curriculum.

### Curriculum Requirements

[Course Descriptions](#)

Required Courses	Credits
BIO 502 - Gross Anatomy	6
BIO 504 - Neuroscience	4
PTH 501 - Foundations of PT Practice I	3
PTH 502 - Kinesiology	5

PTH 503 - Normal Development	2
PTH 505 - Professional Issues 1 – Professional Socialization and Communication	2
PTH 506 - Psychosocial Aspects of Disability and Illness	1
PTH 507 - Intro to Pathology	1
PTH 508 - Pathology and Medical Management – Musculoskeletal System	2
PTH 509 - Foundations of PT Practice II	3
PTH 511 - PT Management of Patients with Disorders of the Musculoskeletal System - Upper Quarter	3
PTH 513 - PT Management of Patients with Disorders of the Musculoskeletal System - Lower Quarter	3
PTH 514 - Scientific Inquiry 1	2
PTH 516 - Pathology and Medical Management - Cardiovascular System and Pulmonary System	1
PTH 517 - PT Management of Patients with Disorders of the Musculoskeletal System - Spine	3
PTH 522 - PT Management of Patients with Disorders of the Cardiovascular and Pulmonary System	4
PTH 523 - Professional Issues 2 – Administration	2
PTH 524 - Clinical Education Seminar	1
PTH 601 - Clinical Practicum 1	8
PTH 602 - Scientific Inquiry 2	2
PTH 603 - Pathology and Medical Management – Neuromuscular System	3
PTH 604 - PT Management of Children with Disorders of the Neuromuscular System	5
PTH 605 - PT Management of Adults with Disorders of the Neuromuscular System	7
PTH 607 - Clinical Practicum 2	8
PTH 608 - Scientific Inquiry 3*	2
PTH 701 - Pathology and Medical Management – Integumentary System	1
PTH 702 - Professional Issues 3 - Education and Consultation	2
PTH 703 - PT Management of Patients with Disorders of the Integumentary System	4
PTH 704 - Disease Prevention and Health Promotion	2
PTH 706 - Professional Issues 4 - Legislative and Regulatory Issues	2
PTH 707 - Clinical Practicum 3	8
<b>Total Required</b>	<b>102</b>

### Optional Courses

Electives	1-12
PTH 606 - Research Proposal*	2
PTH 705 - Research Project *	2

*Curriculum is subject to change*

### Curriculum by Semester

### Course Descriptions

YEAR 1	Credits
<b>AY1 – Fall</b>	<b>17</b>
BIO 502 - Gross Anatomy	6
PTH 501 - Foundations of PT Practice 1	3
PTH 502 - Kinesiology	5
PTH 505 - Professional Issues 1 –Professional Socialization and Communication	2

PTH 507 - Introduction to Pathology	1
<b>AY1 – Spring</b>	<b>16</b>
PTH 503 - Normal Development	2
PTH 506 - Psychosocial Aspects of Disability and Illness	1
PTH 508 - Pathology and Medical Management – Musculoskeletal System	2
PTH 509 - Foundations of PT Practice II	3
PTH 511 - PT Management of Patients with Disorders of the Musculoskeletal System – Upper Quarter	3
PTH 513 - PT Management of Patients with Disorders of the Musculoskeletal System – Lower Quarter	3
PTH 514 - Scientific Inquiry 1	2
<b>YEAR 2</b>	
<b>AY2 – Summer</b>	<b>15</b>
BIO 504 - Neuroscience	4
PTH 516 - Pathology and Medical Management – Cardiovascular System and Pulmonary System	1
PTH 517 - PT Management of Patients with Disorders of the Musculoskeletal System – Spine	3
PTH 522 - PT Management of Patients with Disorders of the Cardiovascular and Pulmonary System	4
PTH 523 - Professional Issues 2 – Administration	2
PTH 524 - Clinical Education	1
<b>AY2 – Fall</b>	<b>10</b>
PTH 601 - Clinical Practicum 1	8
PTH 602 - Scientific Inquiry 2	2
<b>AY2 – Spring</b>	<b>15 – 18</b>
PTH 603 - Pathology and Medical Management Nervous System: Children and Adults	3
PTH 604 - PT Management of Children with Disorders of the Neuromuscular System	5
PTH 605 - PT Management of Adults with Disorders of the Neuromuscular System	7
<i>Optional Courses</i>	
Research Proposal	2
Electives	1-3
<b>YEAR 3</b>	
<b>AY3 – Summer</b>	<b>10-13</b>
PTH 607 - Clinical Practicum 2	8
PTH 608 Scientific Inquiry 3*	2
<i>Optional Courses</i>	
Electives	1-3
<b>AY3 – Fall</b>	<b>9-14</b>
PTH 701 - Pathology and Medical Management – Integumentary System	1
PTH 702 - Professional Issues 3 – Education and Consultation	2
PTH 703 - PT Management of Patients with Disorders of the Integumentary System	4
PTH 704 - Disease Prevention and Health Promotion	2
<i>Optional Courses</i>	
PTH 705 - Research Project*	2

Electives	1-3
<b>AY3 – Spring</b>	<b>10-13</b>
PTH 706 - Professional Issues 4 – Legislative and Regulatory Issues	2
PTH 707 - Clinical Practicum 3	8
<i>Optional Courses</i>	
Electives	1-3

*Notes:*

a *Students may elect to do a research project with a faculty advisor. Students who select the research option must complete Research Proposal & Research Project, but do not take Scientific Inquiry 3.*

b *Students may elect any number of elective courses.*

*Curriculum is subject to change*

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## Physical Therapy

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

#### Tuition and Fees

##### Doctorate of Physical Therapy

Application Fee (non-refundable)	\$40
General Services Fee, graduate (annual)	\$360
Tuition*	\$20,000
Tuition, Summer*	TBD
Malpractice Insurance Fee	\$70
Parking Fee	\$50
Materials Fee/per course	TBD

##### Master of Physical Therapy (no longer admitting students)

Application Fee (non-refundable)	NA
General Services Fee, graduate (annual)	\$360
Tuition, Fall and Spring Semester*	\$20,225
Tuition, Summer*	\$8,095
Malpractice Insurance Fee	TBA
Parking Fee	\$50
Materials Fee/per course	TBD

*\*Tuition and fees are charged and payable in full at the beginning of each semester. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.*

### Financial Aid Information

Students in the DPT program may be eligible to receive funding through Federal Student Loan programs as well as Alternative/Supplemental Loan Programs. Please refer to the [Financial Aid website](#) for more information.

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## Master of Science in Education

[Department Website](#)

### College of Arts and Sciences

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

Knapp, Robert

S.T.D., S.T.L., University of St. Thomas ( Rome, Italy ); M.S., Fordham University - Education; M. Div. B.A., St. John's College - Philosophy.

Director, Master of Science in Education through Distance Learning Program

Bald, Lisa

M.S., University of Southern Maine-Literacy Education; B.S., University of Southern Maine-Education

Faculty Mentor

Barnhart, David L.

Ed.D, Teacher's College, Columbia University - Administration of Special Education; M.A.Teacher's College, Columbia University - Mental Retardation; B.S. Bloomsburg State College - Elementary - Special Education.

Faculty Mentor

Beaudoin, Michael

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

Professor

Binger, Diane

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

Faculty Mentor

Blanchard, Peter

M.S., Bank Street College-Math Leadership; M.Ed., Xavier University-Elementary Education; B.S., Xavier University-Math/Science

Faculty Mentor

Cannan, Donald

Ed.D., Nova University-Educational Leadership; M.S., University of Maine-School Guidance and Counseling; B.S., Maine Maritime Academy-Marine Engineering

Faculty Mentor

Cressey, Susan

M.S., University of Southern Maine; B.A., University of Connecticut.

Faculty Mentor

Defazio, Mark

M.S., University of Southern Maine - Literacy Education; B.S., University of Southern Maine - English.

Faculty Mentor

Ford, Charles

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

Professor

Freedman, Jane M.A., Wheelock College - Early Childhood Education; B.A., Franklin College of Indiana - Elementary Education.	Faculty Mentor
Gosbee, Suzanne M.A., University of Maine - Mathematics; B.S., Southeastern Massachusetts University - Mathematics.	Faculty Mentor
Hatch, Sherrilyn K. Ed.D., Boston College - Curriculum and Supervision; M.S., Southeast Missouri State University - Special Education/ Language Therapy.	Faculty Mentor
Hylton, Jaime 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.	Professor
Iwanusa, Kathryn M.S.Ed., University of New England; B.S.Ed., University of Michigan-Music.	Faculty Mentor
Lambert, Shawn M.Ed, University of Maine-Administration; B.A., Colby College-English	Faculty Mentor
Marcotte, Carol Ph.D., Berne University; M.S., University of Southern Maine-Education; B.S., University of Southern Maine-Elementary Education	Faculty Mentor
Murphy, David Ed.D., NOVA Southeastern University - Educational Leadership; M.S., Bridgewater State College - School Administration; B.A., Stonehill College - Elementary Education.	Faculty Mentor
Norbert, Mary M.S., University of New England; B.A., Boston College - Secondary Education / English.	Faculty Mentor
O'Connor, Maura M.A., Fairfield University - Instructional Computer Science; B.A., Saint Joseph College- Special Education/Child Study.	Faculty Mentor
O'Neill, Patrick Ed.D., NOVA Southeastern University; M.S., Manhattan College-Administration and Clinical Supervision; B.A., Manhattan College-Teacher Preparation English/Reading, Special Education	Faculty Mentor
Prince, Sanford J. M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Elementary Education.	Faculty Mentor
Prince, Susan M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Early Childhood Education.	Faculty Mentor
Sayers, Fran Ph.D., Florida State University; M.A., Auburn Univeristy; B.G.S., Auburn University.	Faculty Mentor
Sferes, Thomas Ed.D., Vanderbilt University - Educational Administration; Ed.M., Teachers College,Columbia University - Foreign Language Methodology; M.A., University of Connecticut - Spanish; B.A., University of Connecticut - Spanish.	Faculty Mentor

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

Faculty Mentor

Trombley, Linda  
M.A., Smith College - Teaching/English; B.A., University of  
Massachusetts - English.

Faculty Mentor

## 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 must register via U-Online. All materials, videos, study guides, texts, required readings, and assignments are sent to the student's home or school without additional charges for shipping except for those who reside outside the United States.

## Features

- 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.

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## Master of Science in Education

[Department Website](#)

### Admissions Information

UNE carefully assesses M.S.Ed. applicants on the basis of evidence provided in all application materials submitted. Therefore, while a personal interview is not required, application materials submitted must be prepared thoroughly and thoughtfully for full consideration.

### Student Requirements

To participate in this degree program, students are required to:

- Work as a participating member of a collegial study team.
- Have access to a video player, television and Internet.
- Have access to a classroom in which to apply the strategies that are taught.
- Participate in an Integrating Seminar on campus one week in one summer or the option of a self-study Guided Self-Study Project with approval by the director. This course should be taken as soon as possible upon acceptance to the program.
- Submit all course assignments in a satisfactory and timely manner.

### Criteria

- A bachelor's degree from an accredited institution.
- Minimum of one year teaching experience.
- Presently employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
- Ability and discipline to pursue rigorous, self-paced graduate level studies.
- Interest in professional development and commitment to educational change.
- Potential to improve practice through application of new knowledge and skills.

### Process

- Completed application form submitted to UNE. The program admits learners each of the three terms.
- \$40 non-refundable application fee.
- Goal Statement - A minimum of two double-spaced typewritten pages including information about your experience as a teacher, your interest in graduate level study, your capacity to succeed in a distance education format, and your post-master's professional goals.

- Official transcript(s) from the accredited institution(s) from which you attained your baccalaureate degree and have completed any graduate courses (must have official seal).

*NOTE:* Although there is no minimally acceptable average for admission, GPA will be considered as an additional indicator of potential success in the program.

- Teaching certificate or evidence of teaching experience.
- If you are not currently employed as a classroom teacher you will need the following: (1) a statement of your plan to access a classroom; (2) a letter of invitation from the teacher in whose classroom you propose to work on a weekly basis, over an extended period of time; and, (3) a letter from the principal who is responsible for the school's instructional program, accepting your plan for access.
- Applications will not be processed until all required items have been received by UNE. Completed applications with late materials will be reviewed for admission in the next semester.

### **Registration for Classes**

Courses in the M.S.Ed. Program are scheduled in three terms: fall (October - January), spring (February - May), and summer (June - August). Upon acceptance into the program, students are sent registration materials. To register by mail, the new student sends the completed registration form and payment by check (make payable to "University of New England"), money order, MasterCard or VISA to the M.S.Ed. Department. M.S.Ed. student may take advantage of the Four-Payment Plan each term.

### **Orientation**

All newly admitted students are required to take part in an orientation session by video. This session provides the opportunity to become familiar with UNE and its M.S.Ed. program prior to beginning degree studies.

During orientation, students will:

- Receive an introduction to the University of New England.
- Receive an overview of program content and format.
- Receive student support services information.
- Review video lectures, study guides and assignments.
- Receive information on developing a teaching portfolio and an action research project.

### **Transfer of Credit**

A maximum of two 3-credit graduate level courses (grade B or better) may be transferred from an accredited institution and applied toward the 33-credit-hour M.S.Ed. curriculum. An official transcript, course description and syllabus must be submitted, accompanied by a statement explaining why the course is equivalent to the M.S.Ed. course for which a waiver is requested. The following courses cannot be satisfied through transfer credit: Collaborative Action Research (EDU- 560, 566, 572) and Integrating Seminar (EDU-558) or Guided Self-Study Project (EDU 558A). 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.

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## Master of Science in Education

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### Curriculum

[Course Descriptions](#)

The M.S.Ed. Degree Program requires 33 semester hours of course work for completion. Because all of the courses are designed to build upon previously learned information and skills, courses must be taken in a sequential manner.

The curriculum also prepares students to conduct collaborative action research. Each course is designed to present (1) a thorough understanding of current research in each content area presented; (2) practical strategies to apply the concepts presented in the classroom; and (3) evaluative skills necessary to critically analyze and implement concepts, to ensure maximum classroom success.

### Course Titles and Sequence

EDU 550-The High-Performing Teacher  
 EDU 551-Effective Classroom Management  
 EDU 553-Strategies for Self-Directed Learning  
 EDU 554-Instructional Strategies Part 1 -Motivating Today's Learner  
 EDU 555-How to Use the Internet in Your Classroom  
 EDU 556-Instructional Strategies Part 2 -Learning Styles and Multiple Intelligences  
 EDU 558-Integrating Seminar (offered summers only) **or** EDU 558A - Guided Self-Study Project  
 EDU 560-Collaborative Action Research - Part 1  
 EDU 562-Instructional Strategies Part 3 - Models of Effective Teaching  
 EDU 563 A-Teaching Reading in the Elementary Grades **or** EDU 563 B-Improving Reading in the Content Areas: Grades 6-12  
 EDU 564-Curriculum Design and Authentic Assessment  
 EDU 566-Collaborative Action Research - Part 2  
 EDU 572-Collaborative Action Research - Part 3

### Tuition and Fees

#### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee ( <i>one-time, non-refundable</i> )	\$80
Tuition per credit hour*	\$265
Materials Fee/per course	\$80
Technology Fee, per semester	\$60

*\*Tuition is charged per course and is payable in full at the beginning of each semester along with any applicable fees.*

*For more information regarding tuition and fees, please consult the M.S.Ed. Student Handbook.*

### UNE Four-Pay Payment Plan

UNE offers an affordable, interest-free alternative to lump sum payments. M.S.Ed. students can



spread their semester payments over four months. The cost is \$20 per semester to enroll in the plan. For more information, call the UNE Student Accounts Office at 207-283-0170, extension 2357.

### **Technology Fee - MSED**

A technology fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail accounts and web mail administration for those students in the M.S.Ed. program. The e-mail account is the official means for University communication. As such, students are responsible for information that is distributed to them via e-mail. This web-based e-mail account allows students to pick up their e-mail from any computer connected to the Internet.

### **Financial Aid**

Students in the M.S.Ed. program who are enrolled for at least three credits per semester may be eligible to receive financial assistance in the form of federal student loans. These loans may be used to pay the student's institutional charges each semester. For additional information, please contact the Financial Aid Office at (207) 283-0170 extension 2342 or visit the [Financial Aid Office web page](#).

### **Links**

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## Master of Science in Education

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### Satisfactory Academic Progress

Students must maintain a minimum GPA of 3.0 (B or better). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. This student must register and pass the failed course with grade of C or better before registering for any additional credits.

Each participant's cumulative academic record will be reviewed after 12 credits have been completed and/or before attendance at the Integrating Seminar held on-campus in the summer. If the quality of work completed at that point is inadequate and leads the Academic Review Committee to conclude that the participant is unlikely to satisfactorily complete the program, he or she will be counseled to terminate degree studies in this program.

### Videotape Format

Videotaped presentations introduce students to nationally recognized experts in teacher education and well-known faculty from universities across the country. For several of the courses, the presenters on the videos are also the authors of the textbooks assigned for the course. Throughout the program, students have the opportunity to observe actual classroom lessons taught by master teachers, and hear them discuss their philosophy of teaching and how they use the techniques taught in the program in their own classrooms. Audio-visual materials are augmented by texts, assigned readings and a course study guide.

Each course contains approximately 15 instructional video segments. Contained throughout the videos are segments filmed in kindergarten through high school classrooms utilizing educators demonstrating the concepts presented. The video presentations are a key component of the content of each course. It is recommended that they be viewed, whenever possible, with your study partner or collegial study group. Videos and materials are produced for the University of New England by Canter and Associates, Inc., in consultation with UNE faculty.

### Timeline for Program Completion

Students are able to complete this master's program at their convenience, but must follow the fixed sequence of courses. Courses must be completed within the semester when registration has occurred. Students may complete the program in five or six semesters (i.e. two years or less); students may "stop out" for one term if necessary, and take an additional term to complete the program. However, if a student has not completed the MSED Program within five (5) years, the student will be administratively withdrawn from the program and be required to apply for readmission. Students may also take a slightly reduced course load in any semester, if necessary, but this will require some additional study team arrangements.

### Graduation Requirements

All M.S.Ed. degree candidates must fulfill the following academic requirements:

- Pursue degree studies with a collegial study team.
- Satisfactorily complete all required courses, readings, assignments and papers in a timely manner.

- Participate in the one week Summer Integrating Seminar on campus or the option of Guided Self-Study Project.
- Complete and submit an "action research project."
- Complete and submit a portfolio or a 15-page reflection paper.
- Abide by all University regulations applicable to M.S.Ed. students.
- Fulfill all financial obligations in a timely manner.

### **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.

### **Links**

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## Master of Science - Nurse Anesthesia

[Department Website](#)

### College of Health Professions

Turcato, Nina M. (Director) M.S.N., University of New England; B.S.N., College of St. Teresa. <a href="mailto:nturcato@une.edu">nturcato@une.edu</a>	Assistant Professor Nurse Anesthesia
Bilsky, Ed J. Ph.D., University of Arizona; M.S., B.S., Rensselaer Polytechnic Institute. <a href="mailto:ebilsky@une.edu">ebilsky@une.edu</a>	Associate Professor of Pharmacology
Davidoff, Amy J. Ph.D., M.S., University of Rhode Island; B.A., Colby College	Associate Professor of Pharmacology
DiCarlo-Piccarrillo, Susan M.S., C.R.N.A., Columbia University; B.S.N., St. Joseph's College (Conn.) B.S.N., Southern Connecticut State University.	Faculty
Johnson, David W. Ph.D., Virginia Polytechnic Institute and State University; M.S., University of Massachusetts; B.S., University of Vermont; B.A., Castleton State College. <a href="mailto:djohnson@une.edu">djohnson@une.edu</a>	Associate Professor of Physiology
Meng, Ian Ph.D., Brown University. <a href="mailto:imeng@une.edu">imeng@une.edu</a>	Assistant Professor of Physiology
Misterovich, Ann M.S.N., Oakland University; B.S.N., University of Bridgeport. <a href="mailto:amisterovich@une.edu">amisterovich@une.edu</a>	Assistant Professor Nurse Anesthesia
Mokler, Dave J. Ph.D., B.S., Michigan State University. <a href="mailto:dmokler@une.edu">dmokler@une.edu</a>	Professor of Pharmacology
Norton, James M. Ph.D., Dartmouth College; B.M.S., Dartmouth Medical School.	Professor of Physiology
Reese, Richard M.D., Harvard Medical School; B.S., Dartmouth Medical School; A.B., Dartmouth. <a href="mailto:rreese@une.edu">rreese@une.edu</a>	Professor of Pharmacology
Spirito, Carl P. Ph.D., University of Connecticut; B.S., Central Connecticut State University. <a href="mailto:cspirito@une.edu">cspirito@une.edu</a>	Associate Professor of Physiology
Winterson, Barbara J. Ph.D., B.S., University of Maryland. <a href="mailto:bwinterson@une.edu">bwinterson@une.edu</a>	Professor of Physiology

## Overview

The University has been involved in nurse anesthesia education since 1984, serving as an academic affiliate for hospital-based certificate nurse anesthesia programs. In 1987, we initiated a program leading to the master of science in nurse anesthesia. In 1993, a fully-accredited School of Nurse Anesthesia was opened at the University. Upon successful completion of the 27-month program, the University awards the student a master of science degree in nurse anesthesia. The graduate is then eligible to take the National Certifying Examination.

Upon successful completion, the graduate becomes a Certified Registered Nurse Anesthetist capable of practicing in all 50 states. To date, 100 percent of our students pass the examination in their first year post-graduation.

In addition to our own integrated M.S.-Nurse Anesthesia Program, the University also serves as the academic center for St. Joseph's School of Anesthesia for Nurses, which is a hospital-based program. Under this arrangement, the University provides only the academic component and awards the academic M.S.-Nurse Anesthesia Degree, while the hospital-based program provides the clinical training leading to the Certificate of Clinical Anesthesia Education (which they award independently).

## Mission Statement

The mission of the School of Nurse Anesthesia is to offer an educational experience of the highest quality, emphasizing an integrated and interdisciplinary perspective on health and healing, to a select group of graduate-level registered nurses in order to satisfy a growing societal need for competent nurse anesthetists.

## Goal

Our goal is to provide the highest possible level of scientific knowledge to each individual student through formal and informal guidance, professional, didactic and clinical instruction, as well as human patient simulation, while preparing the graduate level nurse anesthetist for the lifelong study and practice of anesthesia.

## 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 School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs through fall of 2010.

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## Master of Science - Nurse Anesthesia

[Department Website](#)

### Admission

#### Application Procedures

**For the UNE MSNA/CRNA program**, applications may be obtained from the UNE Admissions Office or via the School of Nurse Anesthesia (Address: School of Nurse Anesthesia, University of New England, 716 Stevens Avenue, Portland, ME 04103 USA Telephone: (207) 283-0171 (extension 4516, Email:[vauger@une.edu](mailto:vauger@une.edu))

**For the Hospital-Collaboration MSNA/CRNA Program with St. Joseph's Hospital (Providence, RI)**, applications must be obtained from the hospital-based school, and students are then admitted simultaneously to UNE and the hospital program. (Address: St. Joseph Hospital – School of Anesthesia for Nurses, 200 High Service Road, North providence, RI 02904)

Basic admission requirements for both programs are:

1. Graduation from an accredited baccalaureate or higher degree generic program in nursing or from an accredited associate degree/diploma program in nursing with an additional bachelor of science degree.
2. Proof of current licensure as a registered nurse in your own state is required at the time of application. Upon acceptance into the program, licensure in the state where clinical experience is obtained will be required.
3. Grade point average (GPA) of approximately 3.0 or better in the sciences and professional courses.
4. Applicants are required to have a minimum of one year's experience as a registered nurse in a critical care (ICU Preferred) area prior to applying to the program.
5. Current Advanced Cardiac Life Support (ACLS) Certification.
6. Current Pediatric Advanced Life Support (PALS) Certification.
7. Successful completion of the Graduate Record Exam (GRE).
8. Successful completion of an organic chemistry or biochemistry course within the last five years.

### Application Deadline

The application deadline each year is February 1.

### Interviews

The School has a rolling admissions policy. Interviews are conducted individually by the program's administration and faculty. They begin in November and end mid-February. Along that time continuum, candidates are selected at various points and offered a seat in the next class. Final

selection does not occur until mid-February.

### **Advanced Placement**

Given to the non-matriculated student who has taken UNE approved courses that meet the program's requirements.

### **Immunization Policy**

The following immunization records are required of all students: Vaccine dates and titers of hepatitis B, measles, rubella, and mumps and varicella (note: two doses of the MMR vaccine may be substituted for the individual measles, mumps, and rubella vaccines). The program also requires proof of the diphtheria/tetanus vaccine, varicella , polio, and a tuberculin test within one year of matriculation.

### **Transfer Students**

The School does not accept transfer students from other programs or students who have previously attended a nurse anesthesia program.

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## Master of Science - Nurse Anesthesia

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### Curriculum

The MSNA curriculum is designed so that students are based on UNE's Westbrook college campus for the first eight months (two semesters) of the program. The majority of the basic science didactic courses are offered during this period. The remaining 19 months of the program are hospital-based, with an emphasis on advanced coursework, clinical training, human patient simulator lab experiences, and completion of a capstone project. All students are required to complete the entire curriculum with passing grades.

	<a href="#">Course Descriptions</a>	
	<b>Hours</b>	<b>Credits</b>
<b>FIRST YEAR</b>		
<b>Term 1-Fall (September-December)</b>		
ANE 504 - Pharmacology I	45	3
ANE 507 - Chemistry/Physics	45	3
ANE 505 - Anatomy for Nurse Anesthetists	45	3
ANE 601 - Professional Aspects I	30	2
ANE 603 - Physiology I	75	5
ANE 609 - Research Methods Seminar	45	3
<b>Subtotal</b>	<b>285</b>	<b>19</b>
<b>Term 2 - Spring (January-April)</b>		
ANE 604 - Physiology II	75	5
ANE 606 - Pharmacology II	60	4
ANE 602 - Anesthesia Principles I	45	3
ANE 622 - Principles of Didactic Instruction	15	1
ANE 000 - I2H2 Elective	45	3
<b>Subtotal</b>	<b>240</b>	<b>16</b>
<b>SECOND YEAR</b>		
<b>Term 1 - Summer (May-August)</b>		
ANE 623 - Anesthesia Principles II	45	3
<b>Subtotal</b>	<b>45</b>	<b>3</b>
<b>Term 2- Fall (September - December)</b>		
ANE 624 - Anesthesia Principles III	45	3
<b>Subtotal</b>	<b>45</b>	<b>3</b>
<b>Term 3 - Spring (January - April)</b>		
ANE-613 Research Practicum	45	3
<b>Subtotal</b>	<b>45</b>	<b>3</b>
<b>THIRD YEAR</b>		

**Term 1 - Summer (May-August)**

ANE 625 - Anesthesia Principles IV	60	4
<b>Subtotal</b>	<b>60</b>	<b>4</b>

**Term II - Fall (September -November)**

ANE 619 - Special Topics in Anesthesia	30	2
<b>Subtotal</b>	<b>30</b>	<b>2</b>

<b>Program Total</b>	<b>750</b>	<b>50</b>
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**Clinical Training**

Upon completion of the didactic portion of the program in April, the students move on to the 19-month hospital-based clinical portion of the curriculum. The primary focus is clinical anesthesia training. The clinical experience obtained will be of the width and breadth necessary for the student to achieve clinical competency in anesthesia. This is accomplished through affiliations at clinical sites throughout the New England area.

Each student will participate in at least 600 anesthesia cases. All of the surgical specialties are available, including hands-on training in regional anesthesia techniques. Specialty experiences (i.e. neuro-surgery, open-heart surgery, high-risk obstetrics) when not available at primary hospital affiliation sites will be obtained from short-term rotations at other medical facilities in the region.

All types of anesthesia techniques and the latest agents are available for student participation. Students are able to obtain experience in general anesthetics, intravenous agents, and regional anesthesia to include: spinal, epidural, axillary block, and Bier blocks.

The Council on Accreditation of Nurse Anesthesia Educational Programs has set minimum standards for clinical experience that each student must achieve prior to graduation from the program and in order to qualify for the National Certifying Examination.

**Clinical Affiliates**

Clinical sites currently utilized by the School of Nurse Anesthesia include:

**Maine**

- Cary Medical Center - Caribou
- Central Maine Medical Center - Lewiston
- Eastern Maine Medical Center - Bangor
- Goodall Hospital - Sanford
- Mercy Hospital - Portland
- Maine Medical Center - Portland
- Maine General Medical Center - Augusta
- Maine General Medical Center - Waterville
- The Aroostook Medical Center - Presque Isle
- Veterans Administration - Togus

**Massachusetts**

- Worcester Medical Center - Worcester
- UMASS Memorial - Worcester

**New Hampshire**

- Concord Hospital - Concord
- Cottage Hospital - Woodsville
- Dartmouth - Hitchcock
- Elliot Hospital - Manchester

**Vermont**

Fletcher Allen Medical Center - Burlington

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## Master of Science - Nurse Anesthesia

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### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

#### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee (annual)	\$360
Tuition per credit hour	\$575
Malpractice Insurance Fee, annual, except St. Joseph's Hospital students	\$320
Parking Fee, annual	\$50
Junior AANA Membership	\$20
Ear Mold (approximately)	\$75
Practice Qualifying Examination Fee	\$150 (optional)
Qualifying Examination Fee	\$625

*Tuition and fees are payable in full at the beginning of each semester.*

*For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.*

### Financial Aid

Detailed information and applications are available on request from the [Financial Aid office](#) at the University Campus. Call 207-283-0170, extension 2342.

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## Master of Science - Nurse Anesthesia

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### Grading

Course grades are determined by the student's performance in that course and are expressed as either a letter grade or a pass/fail grade. At the conclusion of the semester, the work of each student is reviewed jointly by the School's faculty and hospital clinical coordinator. Those who do not have a satisfactory record may be asked to withdraw.

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. Courses in the MSNA program are offered once per year. If a course is failed, the student is allowed to repeat it; however he or she must wait until the next time that course is offered in the MSNA program schedule. Until the course is offered again the student must apply for and remain on a leave of absence. Upon completion of a repeated course, a new listing and assigned grade are placed in the student's transcript. However, the original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

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## Master of Science - Nurse Anesthesia

[Department Website](#)

### Students with Disabilities

The UNE School of Nurse Anesthesia does not discriminate in admission or access to, or treatment of employment or employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling conditions in violation of federal or state civil rights laws or Section 504 of the Rehabilitation Act of 1973.

See the [Administrative Services and Policies](#) section of the catalog for specific information.

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## Department of Occupational Therapy

[Department Website](#)

### College of Health Professions

MacRae, Nancy (Director) M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire-Occupational Therapy.	Associate Professor
Arnold, Molly (Coordinator of Community OT Clinic) M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy.	Clinical Assistant Professor
Croninger, William M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy.	Associate Professor
DeBrakeleer, Betsy A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant.	Clinical Fieldwork Coordinator
Froehlich, Jeanette 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.	Associate Professor
Kimball, Judith Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy.	Professor
Loukas, Kathryn M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado-Recreation.	Assistant Professor
O'Brien, Jane Clifford University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing.	Assistant Professor
Perry, Katherine Clinical M.A., New York University - Occupational Therapy; B.S., University of New Hampshire - Occupational Therapy; B.A., University of New Hampshire - Theater/Communications.	Assistant Professor
Robnett, Regula M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado	Associate Professor

State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German.

Vroman, Kerryellen

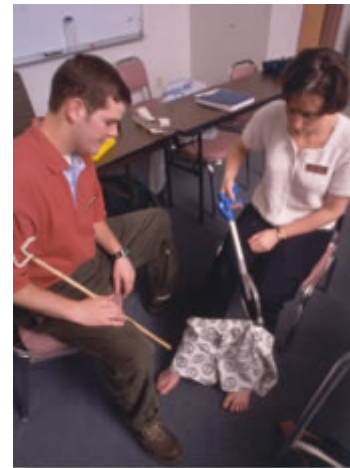
Associate Professor

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

## Overview

Occupational therapy is a health profession whose practitioners provide preventative and rehabilitative services for individuals whose lives have been disrupted by physical injury or illness, developmental problems, social or psychological difficulties, or the aging process. Occupational therapists, relying on a diversified knowledge of the social, behavioral and life sciences, evaluate capacities and skills and create programs designed to allow clients to achieve the highest level of function possible in their occupational roles.

There are opportunities for men and women in the profession to work with children and adults with physical and emotional disabilities to assist them in performing self-care, leisure, and work activities. The occupational therapist may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, day care center, psychiatric facility, nursing home, or community based program. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.



## Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

## 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

### Course Descriptions

The five-year curriculum combines a pre-professional 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 master's 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 fifth year will be considered to graduate with an occupational therapy degree.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature, and occupations facilitate health and well-being. Occupational therapy as taught at the University of New England is a holistic science that emphasizes the health of the individual in terms of his/her productive participation in society. Consistent with the overall University of New England mission, occupational therapy students study not only medical interventions, but also all the complex psychological and sociocultural aspects that contribute to maintenance of health.

Problems, impediments, or disruptions in people's health interfere with their ability to perform any of their occupations and their relationship to others around them. The occupational therapist is viewed as a facilitator or catalyst who helps maximize the quality of a person's health through improving occupational choices within complex biological, psychological, and sociocultural systems.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, environmental, and sociocultural conditions that 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 the occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

### **Pre-Occupational Therapy Requirements:**

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Life Sciences</b>	<b>42-43</b>
BIO 104 - General Biology	4
BIO 245 - Gen Prin Human Anat, Phys, and Path I	4
BIO 345 - Gen Prin Human Anat, Phys, and Path II	5
CHE 125 - Intro to Chem and Physics (Spring Only)	4
ENV 104 - Intro to Environmental Issues	3
<b>Humanities</b>	
ENG 110 - English Composition	4
*Humanities Exploration course	3
Applied Creative Arts	3
LIL 211A - Human Traditions	3
LIL 211B - Human Traditions	3
<b>Mathematics</b>	
MAT 120 - Statistics	3
<b>Social and Behavioral Sciences</b>	
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 220 - Social/Cultural Context of Human Devel I	3
PSY 270 - Social/Cultural Context of Human Devel II	3

\*SOC 150 - Intro Sociology -or- Social Explorations 3

**Other PreProfessional Core**

OTR 201 - Introduction to Occupational Therapy 2

OTR 250 - Intro to Communication 1

OTR 316 - Research Methods 3

**Total 60**

\*Students must take six credits of explorations courses, three of which must be in humanities. During the professional program, two advanced humanities (6 credits), one of which must be Ethics, and CIT 400 - Citizenship (1 credit), are taken in the fourth year.

**Occupational Therapy: Professional Curriculum\*\***

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Fall of Third Year - 15-Week Semester</b> (September - December)	42-43
BIO 302 - Gross Anatomy	6
OTR 301- Foundation of OT	3
OTR 302 - Analysis of Occupational Performance	3
OTR 303 - Biopsychosocial Dimensions of Elders	2
OTR 304 - Biopsychosocial Dimensions of Occ Perf	2
OTR 350 - Community Practicum I	1
OTR 352 - Group Process/Leadership	1
Credits	18
<b>Spring of Third Year - 15-Week Semester</b> (January - May)	
BIO 404 - Neuroscience	4
OTR 310 - Kinesiology	2
OTR 310L - Kinesiology Lab	0
OTR 311 - Biopsychosocial Dimensions of Adulthood	3
OTR 312 - Occupational Performance in Adulthood	4
OTR 351 - Community Practicum II	2
OTR 353 - Intro to Problem Based Learning	1
Citizenship (or take senior year)	1
Credits	16 (17)
<b>Fall of Fourth Year - 15-Week Semester</b> (September - December)	
OTR 401 - Biopsychosocial Dimensions of Adolescence and Young Adulthood	3
OTR 402 - Occupational Performance in Adolescence and Young Adulthood	4
IHH 402/502 Ethics or PHI 315/CHP 402	3
OTR 452 - PBL: OT for Young Adults	2
OTR 450 - Community Practicum III	2
OTR 516 - Research Design	2
Elective: Advanced Humanities	3
Credits	19
<b>Spring of Fourth Year - 15-Week Semester</b> (January - May)	
OTR 411 - Biopsychosocial Dimensions of Childhood	3
OTR 412 - Occupational Performance in Children	5
OTR 421 - Health Care Mgt and Delivery	3

OTR 451 - Community Practicum IV	2
OTR 453 - PBL:OT for Children	2
OTR 517 - Research Project II	3
Citizenship (or take Junior year)	1
Credits	18(19)

**Fifth Year-Summer/Fall - 24 Weeks**

(July - December)

OTR 500 - Fieldwork IIA	6
OTR 501 - Fieldwork IIB	6
Credits	12

**January - April**

OTR 505 - Advanced Practice Seminar	4
OTR 518 - Research Seminar	1
OTR 519 - Evidence-Based Research Seminar	3
Elective	3-4
OTR 550 - Delivery Sys - Realities of Practice	4
Credits	15(16)

**May**

OTR 530 - Professional Electives (Includes 1 cr. Integrating Seminar)	4
Credits	4

**Total 60**

*\*\* The Occupational Therapy Program faculty reserve the right to change courses or sequences*

Pre-Professional Credits	60
Credits of Professional Core	67
Total Credits for BS Degree	127
. Credits for MS Degree (Including Sr Research and FW )	36
Total Credits for Master of Science Occupational Therapy	163

**Clinical Experience**

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and more extensive travel for two-week time periods during Community Practicums III and IV. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum).

The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in Fieldwork II placements before returning to campus for the master's courses, scarcity of fieldwork sites means this will not be possible for all students. All master's students must successfully complete at least one Fieldwork II placement before returning for master's courses. Those who do not complete both full-time fieldwork before master's year courses must complete the second one after the master's 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 pre-professional phase of the Occupational Therapy Program is encouraged to 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 pre-professional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis and must go through the Admissions Office.
5. Before entering the professional program, a student must have completed a 20-hour volunteer experience and Intro to OT (OTR201).

## Professional Occupational Therapy

### Program and Policies

To be accepted in the professional program, a student must meet the following requirements:

1. All students who are admitted to the pre-professional 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 pre-professional 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 pre-professional 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 Office will assume primary responsibility for admission to both phases of the Occupational Therapy Program
7. Level II Fieldwork must be completed within 24 months of the completion of the didactic course work of the Occupational Therapy Program.

## Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and Fieldwork II requirements. Fieldwork and travel expenses are estimated. Actual expenses are

dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the occupational therapy academic fieldwork coordinator.

Tuition for 12 credits of fieldwork is included in the fifth-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 fifth year at continuing education rates.

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	70	70	70
Totals	\$1,270	\$1,270	\$6,220

\*includes 6 months Fieldwork II

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## Master of Science - Physician Assistant

[Department Website](#)

### College of Health Professions

Fogg, Erich A. MMSc, PA-C. MMSc. PA, Emory University School of Medicine; BS, Springfield College; Certified-National Commission on Certification of Physician Assistants.	Program Director
Corbett, Laura PA-C. B.S.P.A., Hahnemann Medical School; B.S., Villanova University- Biology.	Assistant Professor/Clinical Coordinator
Enking, Patrick J. PA-C, MS, NCC M.S., University of Southern Maine; B.S.P.A, University of Wisconsin- Madison; Certified-National Commission on Certification of Physician Assistants.	Clinical Coordinator/Assistant Professor
DiCarlo-Piccarrillo, Susan M.S., C.R.N.A., Columbia University B.S.N., St. Joseph's College (Conn.)B.S.N., Southern Connecticut State University.	Faculty
Handler, Jeffrey B. M.D. Tufts University School of Medicine; B.A. Rutgers University; Residency and Fellowship Naval Regional Medical Center-Board Certified in Internal Medicine and Cardiovascular Disease.	Clinical Medicine Instructor/Assistant Professor
Rousseau, Christy A. MSPA, PA-C. MSPA, University of New England; BA, University of Southern Maine; Certified-National Commission on Certification of Physician Assistants.	Clinical Coordinator
Southwick, Lisa PA-C, M.P.A.S. M.P.A.S., University of Nebraska; B.S., Des Moines University-Biology & Certificate in Physician Assistant Studies.	Assistant Professor/Academic Coordinator
Summer, Anne M. P.A. B.S.N., Georgetown University; B.H.S., Duke University-Physician Assistant; M.S.Ed., University of Southern Maine.	Assistant Professor

### Overview

The Master of Science - Physician Assistant Program (MSPA) has been planned to effectively utilize faculty expertise from the University's three colleges. Some faculty hold joint appointments with responsibility for teaching medical and physician assistant students as well as other health profession matriculants. Similarly, physician assistant candidates will receive clinical supervision as part of an integrated team of health providers. It is our expectation that these collaborative strategies toward teaching and learning will ultimately result in high quality, cost-effective health care delivery, particularly in medically under- served regions of New England.

Upon successful completion of the Physician Assistant Program, the University of New England awards the master of science degree. The program operates on a twenty-four month full-time



calendar, beginning in mid-June of each year with a new incoming class.

### **Mission Statement**

The mission of the University of New England Physician Assistant Program is to prepare master's-level primary care physician assistants who will practice with physicians and other members of the health care team. Special emphasis is placed on educating clinicians who will provide healthcare to rural and urban underserved populations. The University of New England is committed to developing practitioners who are skilled in primary medical care, geriatrics, health promotion and public health practice.

### **The Physician Assistant Professional**

Physician assistants (PAs) are health professionals licensed to practice medicine with physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services under the general supervision of the physician.

### **Accreditation**

The University of New England's Master of Science - Physician Assistant Program was designed according to the Essentials and Guidelines for an Accredited Educational Program for the Physician Assistant. The University of New England Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

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## Master of Science - Physician Assistant

[Department Website](#)

### Admission Requirements/Criteria

- At least 90 undergraduate credits from an accredited institution(s).
- At least eight credit hours in biology courses with labs, equivalent to two semester courses, or six credit hours of advanced biology.
- At least eight credit hours of general chemistry, equivalent to two semester courses consisting of lecture and laboratory.
- Either the biology or chemistry credits must have been completed within eight years of matriculation.
- Three credit hours of biochemistry, equivalent to one semester consisting of lecture and laboratory;
- Completion of six credits in English, including at least three credits in English composition.
- Completion of six 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.
- Paid or volunteer experience in a health/human services setting with direct patient/client contact will be viewed as highly desirable.
- Computer experience strongly recommended.

The Admission Committee reserves the right to make exceptions to the above when it deems such a decision is appropriate.

**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 Basic Life Support course. This information must be presented upon registration.

### Admissions Policies and Procedures

- Applications for admissions are accepted through the Central Application Service for Physician Assistant Programs (CASPA) at [www.caspaonline.org](http://www.caspaonline.org) beginning in July of each year. All admission decisions are completed in the early spring prior to the June start date.
- On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee, and are required for admission to the program.
- All admission policies and procedures are subject to continuous review by the Admissions Committee and may be changed without notice.
- Deadline for submission of a completed application with all supporting documents is October 15th of each year prior to the start of June classes.

### Application materials may be obtained on the Internet from:

The Central Application Service for Physician Assistants (CASPA) [www.caspaonline.org](http://www.caspaonline.org)

Information sessions are held on the campus periodically. Please call: 1-800-477-4UNE or 207-797-7688, extension 4398 for further information.

### **Transfer Credit**

Transfer credits may be awarded to students who transfer from another physician assistant program. The program director will award transfer credits on a case-by-case basis.

### **Advanced Placement**

Admitted students who have taken basic science graduate or undergraduate courses may qualify for advanced placement (advanced standing). To obtain credit for a course, the student must request an Advanced Placement Form from the program. A request for advanced placement must be approved by the course director.

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## Master of Science - Physician Assistant

[Department Website](#)

### 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 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
<b>Summer I</b>	
<b>June - August (10 weeks)</b>	
PAC 500 - Anatomy	4
PAC 503 - Clinical Assessment I	2
PAC 505 - Professional Seminar I	1
PAC 506 - Integrating Seminar I	1
PAC 507 - Pharmacology I	1
PAC 509 - Integrated Clinical Medicine I	1
PAC 520 - Behavioral Medicine	2
<b>Semester total</b>	<b>12</b>
<b>Fall</b>	
<b>September - December (15 weeks)</b>	
PAC 511 - Health Promotion and Disease Prevention	2
PAC 513 - Clinical Assessment II	1
PAC 514 - Application of Research in Clinical Practice I	3
PAC 516 - Integrating Seminar II	1
PAC 517 - Microbiology	3
PAC 518 - Pharmacology II	3
PAC 519 - Integrated Clinical Medicine II	8
PAC 522 - Integrated Geriatric Practicum I	1
<b>Semester total</b>	<b>22</b>
<b>Spring</b>	
<b>January - May (20 weeks)</b>	
PAC 510 - Professional and Ethical Issues for Healthcare Provider: Interdisciplinary Perspectives	2
PAC 533 - Clinical Assessment III	2
PAC 534 - Application of Research in Clinical Practice II	1

PAC 536 - Integrating Seminar III	1
PAC 537 - Emergency Medicine and Surgery	4
PAC 538 - Pharmacology III	2
PAC 539 - Integrated Clinical Medicine III	10
PAC 540 - Integrated Geriatrics II	1
PAC 541 - Epidemiology	1
PAC 542 - Current Topics in Health Care	1
<b>Semester total</b>	<b>25</b>

### Spring II - Summer II

#### June - June (12 months)

Clinical Rotations	
PAC 600 - Internal Medicine (6 Weeks)	6
PAC 601 - Internal Medicine (6 Weeks)	6
PAC 602 - Emergency Medicine (6 Weeks)	6
PAC 603 - Surgery (6 Weeks)	6
PAC 607 - Family Medicine I (6 Weeks)	6
PAC 608 - Family Medicine II (6 Weeks)	6
PAC 612 - Primary Care Selective	6
PAC 613 - Specialty Selective	6
PAC 611 - Rotation Seminars	2
PAC 620 - Preparation for Clinical Practice	1
PAC 624 - Application of Research in Clinical Practice III	1
<b>Semester Total</b>	<b>52</b>

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## Master of Science - Physician Assistant

[Department Website](#)

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

#### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee (annual)	\$360
Tuition (annual)*	\$24,235
PA Lab Fee (one-time only)	\$250
Malpractice Insurance Fee, annual, 1st and 2nd years	\$310
Parking Fee , annual	\$50

*\* Tuition for the 12 month academic year. Tuition and fees are payable in full at the beginning of each semester. For more information regarding tuition and fees, please consult the [Financial Information](#) section of this catalog.*

### Lab Fee

A fee to cover the expenses for specific science courses (e.g., anatomy, microbiology), Objective Structured Clinical Examinations (OSCEs), and evaluative testing will be charged.

### 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.

## 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.

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-283-0170, extension 2342 or by visiting the [Financial Aid website](#).

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## Master of Science - Physician Assistant

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### Grading

Upon completion of a course of study, the faculty member in charge of that course submits the number of hours taught and a grade for each student to the academic coordinator. The MSPA program uses a high pass/pass/pass/fail grading system.

### Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

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## Master of Science - Physician Assistant

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### Technical Standards

All students must be able to meet the following University of New England Physician Assistant Program technical standards to successfully complete the Physician Assistant Program.

A candidate for the Physician Assistant Program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. The following skills are required, with or without accommodation:

#### Observation:

Candidates must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside. Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.

#### Communication:

Candidates must be able to communicate effectively in both academic and health care settings. Candidates must show evidence of effective written and verbal communication skills.

#### Motor:

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, auscultation) is required. Candidates must have sufficient motor function to execute movements required to provide care to patients. Candidates must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom building, and hospital.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in classroom laboratory, and clinical experiences.

#### Intellectual:

Candidates must be able to measure, calculate, reason, analyze and synthesize. Problem-solving, one of the critical skills demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates must be able to read and understand medical literature. In order to complete the Physician Assistant Program degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

#### Behavioral and Social Attributes:

Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive and effective relationships with patients and other members of the health care team is essential. Flexibility, compassion, integrity, motivation, interpersonal skills and the ability to function in the face of uncertainties inherent in clinical practice are all required.

For more information on disabilities and accommodation, please contact the UNE [Office of Students With Disabilities](#) at (207) 283-0171, extension 2815.

### **Student Employment**

The program discourages students from having outside employment while attending the PA Program. If a student feels that it is necessary to work while in the program, it is advisable that the student informs his/her academic advisor.

### **Course Add/Drop or Withdrawal Policy**

Due to the standard curriculum sequence within the MSPA Program, students are not allowed to add or drop courses. Students may not withdraw from a MSPA course; to do so indicates a complete withdrawal from the MSPA Program.

### **Repeat Course Policy**

Courses in the MSPA Program are offered once per year. If a course is failed the student is allowed to repeat it; however, s/he must wait until the next time that course is offered in the MSPA Program schedule. Until the course is offered again the student must apply for and remain on a leave of absence.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

### **Experiential Learning**

No credit will be awarded to students for experiential learning.

### **Academic Program Standards**

PA students must complete all MSPA Program requirements and receive a passing grade in all courses and clinical rotations to be eligible for graduation.

### **Graduation**

To qualify for graduation from the Physician Assistant Program students must:

1. Have successfully received a minimum of a passing grade in all didactic courses and all clinical rotations.
2. Completed all prescribed program requirements as outlined in course syllabi, and the Student Manual.
3. Have been recommended by the MSPA faculty for graduation.
4. Have no outstanding financial obligations to the University.
5. Follow all procedures and meet all requirements of the College as defined in the UNE Student Handbook.

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## Master of Social Work

[Department Website](#)

### College of Health Professions

Wilson, Martha  
Ph.D., University of Alabama

Program Director

Ayer, Nancy  
M.S.W., West Virginia; B.A., University of Southern Maine.

Clinical Associate  
Professor

Coha, Amy  
M.S.W., University of Michigan; B.S. State University of New York at New Paltz.

Clinical Assistant  
Professor

Cohen, Marcia B.  
Ph.D., Brandeis University; M.S.W., Columbia University; B.A., Clark University.

Professor

Cummings, Robert E.  
Ph.D., Brandeis University; M.S.W., Boston College; B.A., Northeastern University.

Associate Professor

Gray, Elizabeth A.  
M.S.W., University of Connecticut; B.A., Salve Regina College.

Clinical Associate  
Professor

Graybeal, Clay T.  
Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University.

Professor

McLaughlin, Tom  
M.S.W., University of New England; B.A. University of Southern Maine.

Assistant Professor

Moore, Vernon L.  
Ed.D., Vanderbilt University; M.S.W., University of Louisville; B.A., University of Oklahoma.

Associate Professor

Prichard, David C.  
Ph.D., Virginia Commonwealth University; M.A., University of Maine; B.A., University of Maine.

Associate Professor

Rose, Stephen M.  
Ph.D., Brandeis University; M.S.S.A. (M.S.W.), Case Western Reserve University; B.A., Brandeis University.

Professor

### Overview

The School of Social Work prepares people for advanced professional practice and is accredited to offer the master of social work (MSW) degree by the Council on Social Work Education. MSW graduates learn to understand the potential for individual and collective human development when people live with dignity and social justice; to identify people's strengths across diverse

populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development and evaluation of social policies and programs; to develop the knowledge and skills necessary to carry out multiple social work interventions consistent with the School's mission and the profession's ethics; and to develop intervention strategies that empower individuals, families, groups, or communities.

The MSW degree offers graduates the opportunity to play active roles in health and mental health, alcohol and substance abuse, poverty and public welfare, women's and children's services, domestic violence, homelessness, and other emerging areas of service delivery. The program prepares graduates to work with individuals, families, groups, organizations, and communities in an array of settings and with diverse populations. The values and commitments embedded in the School's Mission Statement permeate our work in every area.

### **Mission Statement**

The School of Social Work at the University of New England is committed to the values of human dignity, individual and cultural diversity, individual and collective self-determination, and social justice. We honor the uniqueness of the individual while simultaneously respecting people's membership in groups distinguished by class, race or ethnicity, gender or sexual orientation, culture, religion, age or ability. With a strengths perspective as our primary organizing theme, our efforts to promote social development demand a commitment to struggle against oppression including all forms of discrimination, social and economic injustice, and violence.

Professional social work knowledge and skills emanate from these values and form the basis for our educational program. We provide understanding of people's strengths individually and collectively. We focus on societal barriers to human dignity including thorough assessment of social, psychological, economic and organizational oppression, their impact on people's lives, and the strengths people have developed to endure, resist, and change. Our learning environment (1) facilitates and encourages self-examination and reflection; (2) provides respect for each student as both teacher/learner; and (3) demands that our own actions serve as models for operationalizing these values in the classroom, among colleagues, in our governance, and in the University and community.

We prepare our graduates as advanced social work practitioners firmly based in these values as the principles guiding their work. We provide students with the knowledge and skills to promote human relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop the human rights, resources and opportunities to achieve social justice.

### **Goals of the MSW Program**

1. To prepare students for entry into advanced social work practice - to carry out professional roles and responsibilities consistent with social work ethics and the values embodied in the School's mission.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape and define the social work profession, social policies and programs, and their impact with different client systems.
3. To prepare students to understand structural, cultural and interpersonal oppression occurring in people's lives and its impact on individuals, families and communities.
4. To provide students with the knowledge and skills to identify and build upon the strengths of client systems at multiple levels.
5. To provide students with the knowledge and skills necessary to produce effective interventions with people from diverse backgrounds, experiencing different types of problems, across different settings.
6. To help students develop and implement professional practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.

7. To help students build the knowledge and skills necessary to influence social, economic and political systems to provide adequate and appropriate resources that honor diversity, and to achieve social justice.
8. To help students use critical self-reflection, research and continuing knowledge building to enhance professional practice.
9. To prepare students to work in unserved and under served areas within our Region.

These goals are carefully specified as learning objectives and permeate our curriculum. Through their presence in courses, fieldwork 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.

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## Master of Social Work

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### Admissions Information

The admissions process is intended to identify and select the most highly qualified applicants to the School of Social Work. An Admissions Committee oversees the selection process and recommends admissions policies to the School. A complete admissions application contains the following materials:

1. School of Social Work application.
2. Official transcripts of all undergraduate and graduate study indicating completion of an undergraduate degree from an accredited college or university. These transcripts must be mailed directly from the issuing institution to the Admissions Office. Student Copies are not acceptable.
3. Indication that the applicant has taken a distribution of liberal arts courses, including content in human biology. If the applicant has not taken a course with content in human biology, it must be completed prior to receiving the MSW degree.
4. Two letters of reference.
5. A personal statement which expresses the applicant's reasons for pursuing a graduate social work degree at this point in his or her life; assesses the applicant's prior formal and informal learning and social work-related experiences; and discusses the applicant's perception of the School's Mission Statement and its applicability to professional social work.

Evidence of relevant employment, volunteer, and/or client experiences in service systems or social programs and other learning experiences in addition to formal education are considered in the admissions evaluation process. Applicants whose formal academic or work/volunteer experiences are felt to be misrepresentations of their qualifications for admission are encouraged to address these issues in their personal statement and to ask their reference writers to do the same. For this reason, no specific GPA or standardized test score is required.

### Application Procedures

Application materials may be obtained from the School of Social Work, University of New England, 716 Stevens Ave, Portland, Maine, 04103 or by calling 1-207-797-7688, extension 4513, or the Admissions Office at extension 4354. 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.  
Official Transcripts of all undergraduate and graduate study. These transcripts must be
3. mailed directly from the issuing institution to the Admissions Office. Student copies are not acceptable.

4. Two 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 of \$40.00.

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.

### **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 three academic years to successfully complete their studies. The School also offers a number of classes in the evenings and on weekends, and during the May-June summer session to permit students opportunities for distributing their requirements more evenly over the calendar year. In addition, the School of Social Work may offer advanced standing status to qualified graduates of accredited BSW programs ([See Advanced Standing](#)).

New- For those individuals residing in northern Maine and Canada, the School of Social Work also offers a part-time course of study in Presque Isle, Maine.

All students are required to complete 64 credit hours of graduate study divided between classroom and fieldwork 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.

### **Advanced Standing**

Graduates of an accredited BSW program may be awarded up to 32 credits of advanced standing in the University of New England School of Social Work under the following conditions:

1. Have graduated from a program, accredited by CSWE to award the BSW degree, within five years of their application to the School of Social Work.
2. Maintained at least a 3.0 GPA for their last 60 undergraduate credit hours.
3. That a review by the Admissions Committee of course outlines/syllabi and field work evaluations indicates that the applicant has had the class and field experiences that parallel the University of New England School of Social Work Foundation year and received a minimum of a B (3.0) average on a four-point scale.
4. That the applicant has demonstrated experience in the field that would merit advanced standing.
5. Applicant may be required to take coursework in the summer preceding regular fall enrollment.



6. Students admitted to advanced standing will be required to enroll in summer courses prior to the fall semester (Integrating Micro and Macro Frameworks - 2.50 credits; Introduction to Advanced Practice - 2.50 credits). Students not meeting the UNE foundation field requirements (600 hours) may be required to complete an additional field practicum (up to 3 credit hours).

### 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 being given for graduate work that was completed more than seven years prior to admission to UNE. A transfer student must satisfactorily complete a minimum of 32 credit hours at the School of Social Work in order to earn a degree from the University of New England.

Transfer students are required to adhere to the degree requirements in effect at the time of their admission. Individualized provisions may, at times, increase the total credit hours required beyond the above-mentioned minimum.

2. Transfer students with less than one full year of graduate education. Applicants requesting a transfer of credit for courses amounting to less than one full year at another accredited graduate school of social work, or for graduate courses taken in another related discipline, shall meet the following requirements:
  - a. The request for transfer of credit should be initiated at the time of application to the School, but in no event later than the beginning of their attendance as degree seeking students.
  - b. The transferred credit must have been earned as graduate credit at an accredited university or college within seven 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 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.

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## Master of Social Work

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### Curriculum

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The curriculum is designed to provide an integrated foundation or knowledge base and advanced skills for social work practice within a concentration (individual, family, and group practice or organizational and community social work practice).

Foundation year courses emphasize an integrated social work perspective involving the social context and its impact on social policy, programs, and the social work profession. Courses include Human Behavior and the Social Environment I and II; Social Work Policy and Programs I and II; Social Work Practice I and II; and Research I and II; and Integrating Seminars I and II. In addition, students spend 600 hours in a field setting, which permits students another learning mode through placements in social agencies and programs with structured on-site professional supervision.

Advanced-year concentrations are offered in individual, family, and group practice, and organization and community social work practice. Two advanced-year required courses and electives build upon foundation knowledge and prepare the student for advanced practice in specialized areas. Both the foundation and the advanced year build upon an expected grounding in liberal arts.

Two advanced-year concentrations have been developed:

1. Individual, Family, and Group Practice
2. Organization and Community Social Work Practice

The individual, family, and group practice concentration prepares students with knowledge and skills for advanced practice primarily focused with individuals, families, and groups in multiple settings. Organization and community social work practice provides students with knowledge and skills in an array of advanced practice roles in the areas of program and policy development, administration, supervision, political advocacy, community practice, and evaluation.

Organization and community social work practice is appropriate for students interested in the application of advanced skills in interventions across various system levels. Both concentrations hope to prepare graduates for professional leadership positions within their communities.

Certain advanced-level courses are taken by all students, regardless of the concentration selected. The School of Social Work believes that students in both concentrations are enriched by having a better understanding of the other's theories, methods, and practice issues. Required bridging courses between the concentrations make the School of Social Work curriculum unique and dynamic. Social Work With Groups and Evaluation of Practice represent this type of course. Students' learning is enriched by dialogue reflecting different practice emphases emanating from common professional values. Electives further enrich the foundation and required advanced year curriculum.

### 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 at 1-800-477-4863, ext. 4513 to find out the times of these meetings.

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## Master of Social Work

[Department Website](#)

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information](#) section of this catalog.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

#### Tuition and Fees

Application Fee (non-refundable)	\$40
General Services Fee (annual)	\$360
Tuition per credit hour*	\$510
Malpractice Insurance Fee, annual, all students	\$25
Parking Fee	\$50

*\*Tuition is charged per course and is payable in full at the beginning of each semester along with any applicable fees.*

*For more information regarding tuition and fees, please consult the [Financial Information](#) section of this catalog.*

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## Master of Social Work

[Department Website](#)

### Grading System

The School of Social Work has a letter grading system (A, A-, B+, B, B-, C+, C and F). Students in the program are expected to maintain a "B" (3.0) average over the course of their study. Students who receive two or more C's in courses will undergo an educational review. Students who receive an F in the first semester of a two-semester course may not take the second semester of that course until the first semester is repeated or the failing grade is otherwise resolved. Any student who fails two or more classes will be dismissed from the program.

### Incomplete Policy

When a student has reason to believe she/he may be unable to complete the work for a given course by the end of the term, she/he may apply for an extension by discussing this with the instructor and filling out a Request for Incomplete Form (available in the SSW office). At the time of this meeting, a plan will be agreed upon for completion of the course work, including a date of completion, not to exceed four weeks following the end date of the course. This form must be completed by the last day of class for the given course. Any student who does not follow the above guidelines will receive an F for the course. In exceptional circumstances (death in family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and co-signed by the director of the program.

### Course Add/Drop or Withdrawal

Course changes (add/drops) are allowed during the first five days of classes; tuition may be adjusted dependent upon number of hours enrolled. After the first week of classes no refunds are made for course changes.

In normal length semesters, a matriculated student may withdraw from a course without academic penalty (a grade of W is assigned) at any time during the first two-thirds of the semester. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered, subject to determination by the instructor. The grade of WF is computed in the grade point average. Short-term programs or courses may be subject to specific policy regarding add/drop or withdrawal. Consult with the instructor and/or program director regarding such policy.

### Repeat Course Policy

MSW students may repeat a course in the event of a failing grade if that is the recommendation of the Educational Review Committee. However, only the second or last course will receive credit on the student's transcript.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which the student is enrolled.

### Readmission

A student who has officially withdrawn can reapply through the Office of Admissions, with the

approval of the director of the School of Social Work. Special consideration for students who leave the School in good standing will be given if their application for readmission is received within two years of their departure from the MSW program. Applications for readmission received more than two years from withdrawal will be considered as new applications.

### **Returning Students**

Students who leave the School in good standing prior to completion of the requirements for the MSW degree are given special consideration for readmission. Credit is not given, however, for graduate work completed more than five years prior to the student's readmission.

### **Graduation**

Upon successful completion of 64 credit hours of graduate study divided between classroom and field work education, students are awarded the master of social work degree from the University of New England. Students with advanced standing must successfully complete a minimum of 37 credit hours of course and field work to qualify for graduation.

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