

UNIVERSITY of NEW ENGLAND

1999-2000 Catalog

Undergraduate and Graduate Programs

of the

College of Arts and Sciences

and the

College of Health Professions

Notice

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

University Campus

11 Hills Beach Road
Biddeford, Maine 04005-9599

207-283-0171

Westbrook College Campus

716 Stevens Avenue
Portland, Maine 04103-7225

207-797-7261

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

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TABLE OF CONTENTS

INFORMATION DIRECTORY	4
ABOUT THE UNIVERSITY OF NEW ENGLAND	5
UNDERGRADUATE PROGRAMS --	15
Administrative Services and Policies	16
Undergraduate Program Descriptions	47
Core Curriculum	48
Department of Chemistry and Physics	50
Department of Dental Hygiene	52
Department of Education	55
Department of Humanities	65
Department of Learning Assistance	70
Department of Life Sciences	74
Department of Mathematical and Computer Sciences	83
Department of Nursing	85
Department of Occupational Therapy	95
Department of Performance Management	100
Department of Physical Therapy	106
Department of Social and Behavioral Sciences	111
Undergraduate Course Descriptions	115
GRADUATE PROGRAMS --	181
General Administrative Services and Policies	182
Master of Science in Education	197
Master of Science - Nurse Anesthesia	202
Master of Science - Physician Assistant	209
Master of Social Work	215
School Leadership Certification Program	223
Addictions and Gerontology Certificate Program	226
ADMINISTRATION	233
ACADEMIC CALENDAR 1999-2000	242
INDEX	243



ABOUT THE UNIVERSITY OF NEW ENGLAND



About the University of New England

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.

Sanford F. Petts University Health Center

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

Westbrook College Campus

Portland, Maine

Westbrook College was founded in 1831. Its campus,

The Academic Computer Center

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

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

Satellite Video Conference Center

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

Art, Activities, and Cultural Resources

Crosley Lecture Series

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

Richard F. Bond Enrichment Series

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

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

Maine Women Writers Collection

The Maine Women Writers Collection is a pre-eminent special collection of literary, cultural and social history sources by and about women authors, either natives or residents of Maine. These sources document

The Alexander Hall Student Union

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

The Beverly Burpee Finley Recreation Center

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center and multi-purpose room. Intramural sports, club sports and various recreational events are held in the gymnasium. Recreational activities include: basketball, volleyball, indoor tennis, floor hockey, whiffle ball and roller hockey.

Community Dental Hygiene Clinic

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

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

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

Student Health Center

The Student Health Center located in Ginn Hall pro-

How to Use This Catalog

Education

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

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

Program	See page
Mathematics Minor	84

Nursing (see page 85) prepares students for professional careers in nursing on both an associate degree level and a bachelor of science level. Programs are:

Program	See page
Associate Degree Nursing	88

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UNDERGRADUATE PROGRAMS -- ADMINISTRATIVE SERVICES AND POLICIES



Undergraduate Programs

Administrative Services and Policies

Admissions

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

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

Interviews and Campus Tour

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

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

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

All first-year applicants are required to:

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

Admissions Decisions

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

Reservation Agreement

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

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

Adult Basic Learning Examination (ABLE)

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

Conditional Acceptance

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

Early Admissions

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

Early Decision

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

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

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

Early decision candidates applying for financial aid should ask the University for a copy of the 82 -1.8p117ials.Appli
d

Physical Examination and Immunization

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

English Lang/Comp	4	ENG 110	4
English Lit/Comp	3	ENG 110	

Advanced Placement and CLEP

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

Advanced Placement

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

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

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

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

Portfolio Assessment: Credit for Prior Experiential Learning

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

Note: Tonsbrook

Graduate Program Admissions

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

International Students

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

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

Veterans

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

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

Special College Programs

College Exploratory Program (CEP)

The College Exploratory Program is offered to secondary school juniors and seniors from York and Cumberland counties, Maine. CEP allowsge 182.ondaryTor91 Tc 0

dent does not proceed into the master's level program, it is the student's responsibility to plan for timely completion of the baccalaureate program.

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

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

CAS/COM 3-4 Program

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

- Complete admission requirements of the College of Osteopathic Medicine of the University of New England (see the COM Catalog medical college admission requirements.)
- Complete CAS graduation requirements for both the declared major and the CAS core curriculum.
- Successful completion of the first year of COM courses for which 30 hours of credit will be awarded towards meeting the undergraduate degree.
- Seventy-five percent (75%) or 90 credit hours of the total required credit hours for a baccalaureate degree must be completed prior to matriculation in COM.
- In order to qualify for the 3-4 Program, students must satisfy a two-year residency, which requires that at least two thirds (60 credit hours) of the undergraduate requirements, be taken while in CAS.
- Students entering the 3-4 Program should declare their intention by the end of their second year at the Registrar's Office and with their advisor.
- To remain in good standing, students in the 3-4 Program must maintain a UNE cumulative grade point average of 3.00 or better (on a scale of 4.00) for all subjects and a science GPA of 3.00 or better.
- Students should apply to COM at the end of the fall semester of their third year. They will undergo the regu-

lar admission process as indicated in the UNECOM catalog and be evaluated by the Admission Committee of COM. Students are strongly advised to seek regular advice, counseling, and support from the Pre-Health Professions Advisory Committee (PHPAC). Continuing support of 3-4 students by the PHPAC requires demonstration of academic strength, personal motivation, and sufficient maturity to indicate probable success in the Osteopathic Medical Program.

- 3-4 students who fulfill requirements as described are assured of receiving full consideration by the Admissions Committee for admission to COM.
- Students are encouraged to take the MCAT in April of their third year.
- During their first year at COM, 3-4 students will also be CAS students and are therefore encouraged to continue to seek counsel and guidance of PHPAC of CAS.
- First year 3-4 COM students will submit a "Request for Degree" to the Registrar during the first week of their second semester and will be awarded a baccalaureate degree upon satisfactory completion of the first year at COM.
- Students must fulfill all other CAS and COM requirements and business office obligations.

Internship at Bigelow Lab for Ocean Sciences

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

Undergraduate Certificate Programs

Secondary Education

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

Student Enrollment Status

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

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

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

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

Graduate-Level Certification Programs

Addictions, Gerontology, School Leadership

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

Special

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

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

College of Osteopathic Medicine

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

Financial Information

Undergraduate Tuition and Fees

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

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

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

Annual Charges for 1999-2000

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

Other Tuition Notes

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

Deposits and Fees

Reservation Deposit

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

Room Deposit

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

Private Room

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

General Services Fee

(At the University Campus, 1999-2000)

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

Laboratory and Student Teaching Fees

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

Late Registration

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

Individual Learning Program (ILP)

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

Parking Fee

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

Transcripts

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

Summer Session

Courses are open to any student on a direct registration basis. Tuition is \$150 per undergraduate credit. Contact the Office of Continuing Education for more information and course listings.

Withdrawal Tuition Refund Policy

Course changes for matriculated students are allowed during the first five days of class during the fall and spring semesters. After the first week of classes, no refunds are made for course withdrawals.

Tuition Refund

Adjustments

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

Leave of Absence Tuition Credit Policy

In the event a matriculating undergraduate student desires to apply for a leave of absence, a Leave Form must be submitted to the Dean of Students. The form will include the reason for leaving as well as the expected date of return. An approved leave of absence

Financial Aid

Grant Programs

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

Federal Pell Grant - Federal grant ranging in value from \$400 - \$3,125 (maximum for 1999/2000). Limited eligibility to those enrolled less than half-time.

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

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

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

President's Scholarship

- * Available to NEW students enrolled in the Health Sciences.
- * Scholarships are awarded based on the student's aca-

University Scholars Program

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

Alumni Scholarship

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

Dean's Scholarship

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

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

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

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

Additional Outside Sources of Assistance

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

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

CitiAssist Loans - Available from Citibank;

Key Alternative Loan - Available from Key Education Resources;

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

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

Sallie Mae Signature Loans - Available from Sallie Mae;

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

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

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



to refer students to the proper resource for help and service. They also sponsor a range of social, educational, and recreational programs for the students in the halls. Area Coordinators, professional-level staff who live on campus, support the resident assistants in helping to create a healthy and supportive living environment.

There are a number of housing options for residential students. On the Westbrook College Campus there are 2 halls, Ginn, and McDougall, which are connected buildings. On the University Campus there are five residence halls, Assisi, Siena, Padua, Avila - historically an all women's hall, and Frederick (Freddy), which is a chemical-free Wellness Hall. Halls on both campuses are coed. On the University campus a coed-floor option is also available.

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

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

Counseling Center

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

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

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

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

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

Career Services

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

Office for Students with Disabilities (OSD)

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

Special Events

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

Other activities

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

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

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

Intramural Advisory Board

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

Club Sport Council

This organization consists of individuals from both campuses who participate in the Club Sports program. They act as the governing body to all the club sport teams offered here at UNE. The Council works directly with the Coordinator of Intramural/Recreational and Club Sports to offer an extensive club sport program.

Student Governance

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

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

Co-Curricular Activities and Cultural Affairs

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

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

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

The Westbrook College Campus supports long-established and respected art and cultural series and collections. The annual Richard F. Bond Enrichment Series offers concerts, classic and contemporary films, readings, dance programs, and exhibitions from both

local and national artists and experts. The Crosley Lecture Series is an annual endowed series addressing ethical concerns in contemporary life. The Maine Women Writers Collection, housed in a special wing of the Abplanalp Library, is a special assemblage of literary, cultural, and social history sources by and about women authors, either natives or residents of Maine. These sources document and illustrate the times, circumstances and experiences of Maine women writers, revealing their public actions and private thoughts. The Westbrook College Campus Art Gallery, opened in 1977, highlight specific aspects of the visual arts: painting, sculpture, printmaking, photography, drawing, and architecture. The gallery periodically is the venue for special exhibits, and is open to the University community and the public.

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

Health Services

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

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

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

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

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

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

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

Immunizations

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

Westbrook College Campus Community Dental Hygiene Clinic

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

Services include oral inspections, scaling, x-rays, fluoride treatments, sealant application and counseling for oral care. The clinic operates during the academic year and accepts patients by appointment. Since this is part of a student's educational experience, patients should expect two hour appointments.

Food Services

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

Student Discipline

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

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

Campus Center - University Campus

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

Finley Center - Westbrook College Campus

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center and multi-

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

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

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

University of New England Libraries

The combined collections of the Jack S. Ketchum Library on the University campus and the Josephine S. Abplanalp '45 Library on the Westbrook College campus provide access to over 150,000 volumes and approximately 1300 current periodical titles. In addition, videos, compact discs, and audio cassettes are available. Over 50 Web-interface databases are accessible from the UNE Libraries Homepage.

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

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

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

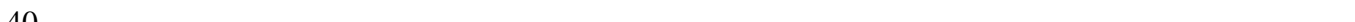
The libraries support undergraduate and graduate programs in the allied health professions and the liberal arts and sciences. The Jack S. Ketchum Library also supports the curriculum of the College of Osteopathic Medi-

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

Information Technology Services

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

Information Technology Services (ITS) continuously monitors computer industry developments and the needs of the UNE community in order to create an effective and exciting environment for teaching, learning, and scholarship. The University computer network ranges through classrooms, offices, and computer labs on the University Campus in B2 1lege ofrarty rer-may0rmationn eJacs oass



Academic Regulations

Graduation Requirements for Undergraduates

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

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

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

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

Notes:

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

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

Academic Load

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

Registration and Clearance

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

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

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

Repeat Course Policy

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

Pass/Fail Policy

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

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

Course Work at Another Institution

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

Semester and Term Grade Reports

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

Academic Probation and Dismissal

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

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

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

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

Note: Higher levels of minimum acceptable semester and/or cumulative GPA may be established by individual departments or academic programs.

Academic Honors

Dean's List

The Dean's List contains the names of full-time matriculating students in good academic standing who have attained a semester grade point average of 3.30 or better. The student must have been attempting at least 12 credits and earned 9 credits. A grade of "D" or "F" automatically prohibits a student from receiving this ci-

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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 - Environmental Awareness, Social and Global Awareness, Critical Thinking: Human Responses to Problems and Challenges, and Citizenship. Skills of communications, mathematics, and critical thinking are taught throughout the core. Designed to provide a foundation in the liberal arts, the core reflects the values of the college and is designed to prepare students for living informed, thoughtful, and active lives in a complex and changing society.

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

As part of the first year experience students will enroll in one *Humanities Exploration* course and a subsequent *Humanities* or *Social/Behavior*.

students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth. In *Roots* or *Civilization* courses they analyze human experience within the traditions of the humanities. In this team-taught series, students inquire into the rise and fall of civilizations, study works of art and literature, and examine the philosophical, religious, and economic ideas that shaped ancient cultures and the modern world.

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

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

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

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

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

Cross Curricular Instruction

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

- *Effective communications skills* - Besides taking English Composition students use writing as a tool of inquiry and research in both major and non-major courses. Students also practice public speaking skills.
- *Critical Thinking, 9T.003 Tw (skills.)Tj /End inte-*

Department of Chemistry and Physics

College of Arts & Sciences

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

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

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

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

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

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

Department of Chemistry and Physics

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

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

Biochemistry Major

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

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

The Department's courses stress the integration of theory and experiment, the development of critical thinking and problem solving skills, and the cultivation of oral and written communication skills. The Department's faculty are highly committed to undergraduate research and one of the strengths of the biochemistry program is the opportunity it provides for students to work closely with a faculty mentor on a

Department of Dental Hygiene

College of Health Professions

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

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

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

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

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

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

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

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

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

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

Entrance Requirements

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

Associate in Science

Program/Course	Credits
Core Requirements	39
BIO 208 - Anatomy & Physiology I*	4
BIO 209 - Anatomy and Physiology II*	4
BIO 226 - Microbiology*	4
CHE 130 - Principles of Chemistry*	4
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
Humanities Explorations course	3
Humanities Explorations or Soc/Behavioral Sci course	3
LSC 104 - Environmental Learning Community Sem	1
PSY 220 - Sociocultural Context of Human Devel I	3
PSY 270 - Sociocultural Context of Human Devel II	3
SPC 100 - Speech	3

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

Major Courses	47
DEN 101 - Dental Anat, Oral Histol, and Embryol	3
DEN 102 - Head and Neck Anatomy	3
DEN 205 - General and Oral Pathology	3
DEN 210 - Nutrition	3
DEN 211 - Clinical Dental Hygiene I	4
DEN 212 - Clinical Dental Hygiene II	4
DEN 213 - Radiology	3
DEN 217 - Prevention and Treatment of Dental Disease	3
DEN 221 - Concepts of Community Health	3
DEN 301 - Advanced Clinical Dental Hygiene I	5
DEN 302 - Advanced Clinical Dental Hygiene II	4
DEN 308 - Dental Pharmacology	3
DEN 330 - Periodontology	3
DEN 340 - Clinical Periodontology for Dental Hygienist	3

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

Bachelor of Science in Dental Hygiene

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

Entrance Requirements for Dental Hygiene Bachelor of Science Program: Students currently enrolled in the

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

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

Bachelor of Science in Dental Hygiene Curriculum

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

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

Major Courses	62
DEN 101 - Dental Anat, Oral Histology, and Embryology	3
DEN 102 - Head and Neck Anatomy	3
DEN 205 - General and Oral Pathology	3
DEN 210 - Nutrition	3
DEN 211 - Clinical Dental Hygiene I	4
DEN 212 - Clinical Dental Hygiene II	4
DEN 213 - Radiology	3
DEN 217 - Prevention and Treatment of Dental Disease	3
DEN 221 - Concepts of Community Health	3
DEN 301 - Advanced Clinical Dental Hygiene I	5
DEN 302 - Advanced Clinical Dental Hygiene II	4
DEN 308 - Dental Pharmacology	3
DEN 330 - Periodontology	3
DEN 340 - Clinical Periodontology for Dent Hygienists	3
DEN 436 - Seminar: Curr Concepts in Dental Hygiene I	3
DEN 437 - Seminar: Curr Concepts in Dental Hygiene II	3
DEN 470 - Dental Hygiene Internship	3

Professional Electives **6**

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

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

Department of Education

College of Arts & Sciences

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

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

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

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

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

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

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

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

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

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

The mission of the Department of Education is to advance the quality of life through developing reflective and resourceful teachers who are competent, caring, and qualified. The department provides initial and continuing professional education for aspiring and practicing teachers and child care professionals who im-

prove the quality of life for children in their own homes, schools, institutions, and other clinical settings.

The Department of Education offers five programs: (1) an undergraduate Elementary Education Program in which students complete a four year curriculum leading to a Bachelor of Science degree with a major in

Curriculum Requirements for Bachelor of Science - Elementary Education

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

Program/Degree Area	Credits
University Core Requirements	46-47
443	
Professional Core Requirements	
<i>Education Courses</i>	
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 200 - Designs for Effective Learning	3
EDU 209 - Creative Arts in Learning*	3
EDU 217 - Teaching Reading*	3
EDU 220 - Exceptionality in the Classroom	3
EDU 320 - Language Arts*	3
EDU 321 - Children's Literature*	3
EDU 330 - Ed Psych & Devel Appropriate Practices	3
EDU 345 - Technology in the Classroom*	3
EDU 360 - Teaching Soc Studies in Elementary School*	3
EDU 367 - Teaching Science in Elementary School*	3
EDU 373 - Teaching Elementary School Mathematics*	3
EDU 440 - Educational Assessment & Evaluation	3
EDU 480 - Working with Families and Communities*	3
EDU 487 - Practicum (3 - 9 credits)	3
EDU 490 - Elementary Edu Internship & Seminar	12
<i>Mathematics</i>	
<i>Two mathematics courses, one of which may be</i>	
MAT 110 - Math for Elementary School Teachers	6-8
<i>Calculated in Core:</i>	
PSY 105 - Introduction to Psychology	3
PSY 220 - Socio-cultural Context of Human Dev I	3
SOC 150 - Introduction to Sociology	3
Electives	
Elective credit sufficient for degree total of	120

Suggested Professional Education Courses Sequence

For directed study see EDU course description section.

First Year

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

Second Year

EDU 200 - Designs for Effective Learning
EDU 220 - Exceptionality in the Classroom
EDU 217 - Teaching Reading*
EDU 330 - Educational Psychology
EDU 209 - Creative Arts in Learning* -or-
MAT 110 - Mathematics for Elementary Teachers

Third Year

EDU 209 - Creative Arts in Learning* -or-
MAT 110 - Mathematics for Elementary Teachers
EDU 480 - Working with Families* -or-
EDU 321 - Children's Literature*
EDU 345 - Technology in the Classroom
EDU 322 - Writing Process & Lang Arts* -or-

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Professional Education Curriculum Requirements for the Secondary Certification Option for Undergraduates

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

Curriculum Requirements for Bachelor of Science in Early Childhood Education

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

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

Suggested Professional Education Courses Sequence

Program Emphasis: Early Childhood Education

First Year

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

Second Year

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

Third Year

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

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

Fourth Year

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

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

Post Baccalaureate Teacher Certification Program

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

Additional information and an application may be obtained by contacting the chair of the Department of Education.

Eligibility Requirements for Admission to the Program

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

Post Admission Performance Expectations

1. Students must complete all course work at UNE with a grade of "B" or better.
2. All students will be required to take EDU 200, Designs for Effective Learning and one UNE professional education methods course.
3. All course work must be completed prior to the internship.
4. No professional courses may be taken Pass/Fail.

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

The Internship (or Student Teaching)

The internship is a fifteen week full time effort that includes a weekly afternoon seminar at UNE. The internship is 12 credits. It is recommended that students not undertake significant additional responsibilities during this time period. Additionally, extensive paperwork and registration procedures are required in the semester prior to the internship. Notice of the calendar of deadlines for paperwork and registration is available from your advisor and posted on bulletin boards on both campuses.

Eligibility for Admission to the Internship Semester

1. Unconditional admission status in the program.
2. All course work satisfactorily completed. A minimum cumulative grade point average of 2.75 for all professional education courses and a minimum cumulative grade point average of 2.5 in the subject matter teaching field (secondary certification only) must be earned. All courses must be successfully completed prior to being admitted to the internship and no courses may be taken during the internship semester.

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

Curriculum for Elementary Certification

39 Credits

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

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

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

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

UNE Courses Meeting the Requirements

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

Curriculum for Secondary Certification 30 Credits

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

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

Specific Protocol That Applies to All Education Department Students

Certification

Students who successfully complete our undergraduate Elementary Education Program and receive a passing score on the National Teachers Exam are automatically recommended for Maine certification for grades kindergarten through eight and are eligible for certification in 34 states through the Interstate Certification Compact. Upon submission of transcripts to the Office of Teacher Certification for approval and successful completion of the National Teachers Exam, students electing the birth through five option are eligible for Maine certification as Teacher of Young Children with Disabilities - Birth to School age five. Post-baccalaureate students are eligible for the appropriate elementary or secondary certification.

Experiential Learning and Observation Requirement

The faculty in the Department of Education are committed to ongoing and frequent observation and involvement in schools. The teacher education programs at UNE have a specific competency-based focus to meet the ten Maine standards for teacher education. *All students engaged in teacher preparation should expect to spend anywhere from 1 - 5 hours per week in a school setting in each of the semesters for which they are registered for professional education courses (with an EDU prefix) about the 100 level.*

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

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

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

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

Department of Humanities

College of Arts & Sciences

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

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

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

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

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

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

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

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

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

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

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

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

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



Program/Area	Credits
Core Courses	43-44 credits
Major Courses	53 credits

The Department plans to conduct a number of overseas mini-terms during the next several years for Global Studies majors. Current plans are to conduct mini-terms in Morocco, Ireland, and Brazil. However, the location of the mini-terms may change. All Global Studies majors will spend a semester in Mexico.

General

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

Focus Morocco

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

Focus Ireland

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

Focus Brazil

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

Focus France

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



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

Music

MUS 101 - Intro to Music	3
MUS 111 - Elementary Piano I	3
MUS 112 - Elementary Piano II	3
MUS 201, 202, 203 - Applied Piano I, II, III	3
MUS 211 - Music in the United States	3
MUS 212 - The Social History of the Piano	3

Philosophy

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

Political Science

PSC 100A - Exploration: Concept of Revolution	3
PSC 110 - Exploration: The Politics of Culture	3
PSC 120C - Exploration: Expl Poltical Ideas & Issues	3
PSC 200 - Exploration: American Government	3
PSC 280 - American Constitutional Law	3
PSC 300 - Pol & Lit, Egypt Through Eyes of Mahfouz	3
PSC 305 - The Politics of Nationalism	3
PSC 310 - Government & Politics in North Africa	3
PSC 400 - Topics in Political Thought	3

Religious Studies

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

Spanish

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

Speech

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

Ehringhaus, Carolyn (Director)

Assistant Professor

by the College Reading and Learning Association. Tutors' regularly scheduled hours are posted in the Center and at various locations on campus.

Individual Consultations

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

Learning Strategies Workshops

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

Placement Testing

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

Writing Tutorial

LAC Writing Specialists offer a developmental writing course for students who do not place into *English*

Composition (refer to "Undergraduate Programs Course Descriptions," at the back of this catalog, for details).

Writing Support

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

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

Individual Learning Program

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

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



Academic Assistance on the Westbrook College Campus

The Learning Assistance program, located in the Proctor Center, offers a comprehensive tutoring program for the content areas, with emphasis on the sciences, mathematics, and the health professional curriculum. Peer tutoring is provided in reading strategies, study strategies, and writing. In addition, computer-based tutorials are available to help students prepare for the Nursing Board Examination. Learning Specialists sponsor a variety of study strategies workshops, including Understanding Your Learning Styles, Time Management, Reading Textbooks, Active Listening, Note Taking, and Preparing for and Taking Exams. In addition, individual consultation with Learning Specialists is available to students on an appointment basis. Learning Specialists administer and interpret Learning Style inventories, identify study strategies appropriate for each student's learning styles and his/her specific course demands, and help students develop learning plans.

Department of Life Sciences

College of Arts & Sciences

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

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Zeeman, Stephan

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

Associate Professor

Zogg, Greg

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

Assistant Professor

Department of Life Sciences

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

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

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

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

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

Learning Communities

Life Sciences Majors - All First-Year Students

All entering first-year students majoring in the Department of Life Sciences participate in a two-semester-long "learning community" focused on the fundamental themes of biology and environmental science: change, constancy, and interdependence. The learning community reflects an interdisciplinary approach to education and awards 8 credits for biology, 3 credits for literature (or other humanities), 3 credits for environmental studies and 1 credit for an integrating seminar experience. This integrative approach enables stu-

dents to more clearly understand the relationships between biology, humanities, and environmental issues in a way that improves their communication, critical thinking and writing skills. A variety of experiential learning activities are planned. Students will have the opportunity to work with instructors in determining some course content and methods of instruction. The learning community fulfills requirements for Biology I & II (BIO 100/101), Introduction to Environmental Issues (ENV 100), Integrated Humanities Exploration, e.g., Literature, Nature and Biology (LIT 121), and Introduction to the Learning Community (LSC 100). Offered yearly. Covered in 2 semesters, 15 credits.

Learning Community in Sustainability - All Second-Year Environmental Majors

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

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

Honors Program

The Department of Life Sciences' honors program gives qualified students an opportunity to do independent study and research with distinction in their major fields. The honors program consists of the writing of a substantial thesis and an oral examination on the thesis and the major field of study. The oral-examination committee includes the thesis advisor, members of the major department, at least one faculty member who is not a member of the major department, and an examiner from another college or university who specializes in

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

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

Environmental Program Core

Program/Degree Area	Credits
University Core Requirements	43-44

Required Environmental Courses	23-24+var. credits
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Environmental

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

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

Required Science & Mathematics Courses	30
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Biology

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

Chemistry

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

Geology

GEO 200 - Geology	4
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Mathematics

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

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

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

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

Environmental Studies Major

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

In addition to the Environmental core requirements, this major requires at least five courses (exclusive of college core requirements) in areas outside of the physical, chemical and biological sciences. Choices might include courses in Environmental Literature, Philosophy, History, Education, Sociology or Economics, for example. The choice of courses will be based on an analysis of the personal and professional goals of the student by the team of student and advisor. With the aid of the faculty advisor, it is possible for the student to concentrate course work in areas such as Environmental Humanities, Marine Studies, or Environmental Education. Furthermore, it is possible

Biological Sciences

This major provides a broad background for students

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

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

Medical Biology

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

Qualified students wishing to apply to the University of New England College of Osteopathic Medicine (COM), may elect to enroll in the Medical Biology 3-4 Track. This program is a modification of the Medical Biology Program enabling students of the College of Arts and Sciences to complete both an undergraduate B.S. degree and Doctor of Osteopathy at COM, in only seven years.

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

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

Medical Biology, Four-Year Track Curriculum

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

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

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

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

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

Required Science & Mathematics Courses **37**

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

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

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

Elective Courses	
Elective credit sufficient for minimum total of	120

Medical Technology and Laboratory Science

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

Medical Technology and Laboratory Science Curriculum

Program/Degree Area Credits
University Core Requirements 43-44

Required Program Courses 36

Biology

BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 226 - Microbiology	4
BIO 245 - Gen Prin of Human Anat, Phys & Path I	4
BIO 345 - Gen Prin of Human Anat, Phys & Path II	5
BIO 260 - Immunology	4
BIO 308 - Pathogenic Microbiology	4

Environmental

ENV 100 - Introduction to Environmental Issues	3
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Literature

LIT 121 - Exploration: Literature, Nature & Biology	3
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Learning Community

LSC 100 - Intro to Learning Community	1
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Required Science & Mathematics Courses 32

Chemistry

CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 310 - Biochemistry	4
CHE 307 - Analyt Chem (Quantitative Analysis)	4
CHE 309 - Intro to Instrumental Analysis	4

Mathematics

MAT 180 - Precalculus	4
MAT 200 - Statistics	3

Fourth Year Options 26-32

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

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

Highly Recommended Science and Elective Courses

Program/Course area	Credit
BIO 200 - Genetics	4
BIO 203 - Histology	4
BIO 204 - Parasitology	4
PHY 200 - Physics I	4
PHY 201 - Physics II	4
LIL 205 - Transcultural Health Care	3
ACC 100 - Accounting for Non-Management Majors	3

ACC 201 - Financial Accounting	3
HSM 201 - Health Services Delivery Systems	3
HSM 202 - Economics of Health Care	3
HSM 301 - Mgt of Health Services Organizations	3
HSM 310 - Financial Mgt Health Services Organizations	3
HSM 410 - Health Services Planning	3
HSM 4112 Tc -0.0085 Tw [(Four99.3(3)]TJting-0.01754 154.56 J T* -0.	

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

Students begin by completing the required courses for a life sciences baccalaureate degree. This first phase includes all prerequisite course work required for admission into the graduate PA degree program. This includes two semesters (6 credits) of advanced biology; two semesters of chemistry, with lab (8 credits); one semester of biochemistry (4 credits); two semesters of English (6 credits), 3 of the credits must be in English Composition; and two semesters (6 credits) in psychology/sociology or related behavioral science. In addition, the following courses are incorporated into the

Pre-Physician Assistant 3-2 Track

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

Department of Mathematical and Computer Sciences

College of Arts & Sciences

Gray, Susan (Chair) Associate Professor
Ed.D., Boston University-Mathematics Education; M.A.T., University of Pittsburgh-Science Education; B.S. Pennsylvania State University-Medical Technology/Biology.

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

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

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

St. Ours, Paulette Associate Dean, College of Arts and Sciences
M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A. St. Joseph's College-Mathematics.

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

Mathematics and Computer Sciences

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

Placement Testing

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

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

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

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

The Baccalaureate Completion program (RN-BSN) is an upper-level, transfer program in professional nursing designed to support working registered nurses who currently have a diploma or associate degree in attaining their baccalaureate degree in nursing. The program represents an opportunity for RN students to broaden and enhance current knowledge and skills, acquire new knowledge in the theory and practice of nursing, increase career opportunities, and provide the credentials necessary for graduate education. The program provides the student with

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

Accreditation

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

Philosophy

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

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

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

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

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

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

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

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

Transportation

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

Associate Degree in Applied Science (ADN)

Program Outcomes

All Associate Degree Nursing program graduates will:

1. Apply the nursing process: assess, analyze, plan, implement, and evaluate to provide client care.
2. Interact as a member of the interdisciplinary team.
3. Provide competent skilled nursing care.
4. Organize the delivery of health care.
5. Integrate professional values that reflect understanding of moral, legal, and ethical implications of nursing practice.
6. Demonstrate, through practice, an awareness of the unique role of the discipline of nursing in a health care system within a changing society.

Admission Requirements

1. General admission requirements of the University.
2. High school diploma or GED.
3. Four years of high school English.
4. A minimum of 2 years of high school or equivalent math including Algebra I & II.
5. A minimum of 2 years of science including chemistry and biology with lab.
6. Computer competency (school transcript). Students without demonstrated computer competency will be required to take a course prior to the second year.
7. SAT scores (see UNE Admissions policy).
8. Overall High school and Math/Science GPA of 2.5 or better.
9. Interview with Nursing Department for advisement.

Challenge Exam for LPNs

Licensed Practical Nurses (LPN) who are graduates of an accredited LPN program, and who are an accepted, deposited student in the nursing program, may challenge NSG 100 - Fundamentals of Nursing, by successfully completing the following components:

1. Written exam.
2. Clinical simulation in nursing lab.

Note: A test fee is required.

Transfer Credits

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

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

Progression Requirements:

- 1.

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

Admission Requirements

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

Transfer Credits

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

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

Progression Requirements

1. The nursing courses are given in sequence and each course has a minimum grade requirement of "C."
2. The student must also satisfactorily complete the clinical component of each course.
3. All freshmen nursing students must successfully complete the freshmen nursing course requirements and successfully complete all science courses with a grade of C or better in order to qualify as a CNA and be placed on the CNA registry.
4. The student must obtain a minimum grade of "C" in all required science courses.

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

Dismissal

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

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

Health

All BSN nursing students must have:

1. A physical examination before entering the nursing program.
2. Proof of tuberculin testing yearly, measles/rubella and varicella* immunity, and Hepatitis B vaccine or titre.
3. One copy of the immunization record is to be submitted to the Nursing Department.
4. Proof of health insurance coverage.
5. CPR Certification for Health Providers.

**Varicella immunity is required prior to clinical assignments in maternity nursing.*

Special Expenses

1. Malpractice Insurance (Students without this coverage will be required to purchase it through the group plan at UNE).
2. Uniforms and lab jacket.
3. Name tag.
4. Bandage scissors.
5. Watch indicating seconds.
6. Stethoscope.

Graduation Requirements

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

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

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

Generic BSN Program Curriculum

BSN Course Sequence

Fall, Year 1

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

Credits = 16

Spring, Year 1

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

Credits = 15

Summer Session, Year 1

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

Fall, Year 2

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

Credits = 17

Spring, Year 2

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

Credits = 17

Summer, Year 2

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

Fall, Year 3

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

Credits = 16

Spring, Year 3

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

Credits = 15

Summer, Year 3

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

Fall, Year 4

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

Credits = 15

Spring, Year 4

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

Credits = 14

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

Program Outcomes

All Baccalaureate Degree Nursing program graduates will:

See program outcomes under generic baccalaureate nursing program.

Admission Requirements

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

RN-MS Program (Simmons/UNE Partnership)

Program Outcomes

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

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

Admission Requirements

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

Transfer Credits

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

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

Progression Requirements

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

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

Master of Science: Primary Health Care Nursing

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

Israel Branch Campus RN-BSN Program

Progression Requirements

1. The nursing courses are given in sequence and each course has a minimum grade requirement of "C" .
2. The student must also satisfactorily complete (pass) the clinical component of any course which has such a requirement in order to pass the course.
3. The student must maintain a minimum GPA of 2.0. Failure to do so may interfere with progression.
4. Minimum TOEFL score of 550 to progress into summer session.

Dismissal

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

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

Health

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

Required Documents

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

Graduation Requirement

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

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

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

Israel Branch Campus RN-BSN Program Curriculum

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

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

Total credits = 49 + 12 = 61

Department of Occupational Therapy
College of Arts & Sciences

MacRae, Nancy (Chair)

Associate Professor

M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire-Occupational Therapy.

Problems, impediments, or disruptions in people's health interferes with their ability to perform any of their occupations and their relationship to others around them. The Occupational Therapist is viewed as a facilitator or catalyst who helps maximize the quality of a person's health through improving occupational choices within complex biological, psychological, and sociocultural systems.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, and sociocultural conditions which may contribute to or interfere with optimum functioning.
3. Medical psychosocial, and holistic interventions which may be used to treat these conditions.
4. Occupational Therapy procedures and activities which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
5. Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
6. Occupational Therapy practice. A major strength of occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

Occupational Therapy Program Curriculum

Pre-Occupational Therapy Requirements

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

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

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

Total Credits **60**

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

Occupational Therapy Professional Curriculum*

Fall of Third Year-15 Week Semester

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

Credits = 19

Spring of Third Year-15 Week Semester

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

Credits = 21

Fall of Fourth Year-15 Week Semester

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

OTR 402 - Physical Functioning: Eval & Interventions	7
OTR 450 - Community Practicum III	2
OTR 452 - Seminar III: Prob Based Lrn w/Phys Dysf	2
OTR 516 - Research Project I	2
CIT 400 - Citizenship Seminar	1
Credits = 20	

Spring of Fourth Year - 15 Week Semester

(January - May)

OTR 420/422 - Health Care Mgt & Delivery	3
OTR 411 - Occupational Therapy: Mental Health	3
OTR 412 - Mental Health Eval & Interventions II	2
OTR 451 - Community Practicum IV	2
OTR 453 - Seminar IV: Prob Based Lrn w/Mental Hlth	2
OTR 410 - Ethics	3
OTR 517 - Research Project II	3
Advanced Humanities	3
Credits = 21	

Fifth Year-Summer/Fall - 24 Weeks

(July - December)

OTR 500 - Fieldwork IIA	6
OTR 501 - Fieldwork IIB	6
Credits = 12	

(January - April)

OTR 505 - Frames of Reference	4
OTR 510 - Effect Practice: Sociocultural Persp of OT	4
OTR 518 - MS Project & Integrat Research in Practice	4
OTR 550 - Hlth Care Sys - Realities of Practice	4
Credits = 16	

(May Term)

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

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

Clinical Experience

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

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

Admission Requirements

Pre-Occupational Therapy Program

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

1. Students seeking admission to the Pre-Occupational Therapy Program should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II. They should emphasize communication skills and course work and activities that give them a feel for the developmental sequences

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

Professional Occupational Therapy Program and Policies

To be accepted in the professional program, a student must meet the following requirements:

1. All students who are admitted to the preprofessional OT program as first-year students by the Office of Admissions are guaranteed a spot in the professional program if they then meet the professional program admission requirements.
2. A student admitted into the preprofessional phase of the Occupational Therapy Program must have a 2.5 UNE GPA at the end of the spring semester of the student's first academic year at UNE. A student who does not achieve this GPA will be dismissed from the preprofessional program.
3. A student who receives a 3.0 UNE GPA at the end of spring semester of his/her second year and is in good standing is guaranteed a place in the professional program. OT preprofessional students who have a UNE GPA between 2.75 and 3.0 will compete with transfer students, both internal and external, for the remaining seats.
4. All students must pass all professional courses with a "C-" or better. If a student receives an "F," he/she will be dismissed from the program. A student who receives two "D"'s will be dismissed with the right to take a year's Leave of Absence (LOA). He/she must petition to re-enter the following year and complete a remediation plan. A student who receives one "D," or withdraws from a professional level course, must retake that course and pass with a "C-" or better.
5. The faculty reserve the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
6. The Admissions Department will assume primary responsibility for admission to both phases of the Occupational Therapy Program.

Special Expenses for Occupational Therapy

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

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

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

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

*includes 6 months Fieldwork II.

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

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

The Supporting Faculty

The faculty in the Department of Performance Management of the University of New England bring a particular strength to the programs: they all have sound academic preparation and have strong professional and applied experience in their fields of specialization. The faculty have worked in multiple settings, ranging from health care systems to Fortune 500 companies to athletic teams in domestic and international settings. They pride themselves on bringing over 100 years of both teaching and work experience to the learning environment, and in facilitating the application of curriculum content to actual organizational and team settings.

The Degree Programs

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

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

Sports and Fitness Management Major

A Sports and Fitness Management graduate of the University of New England is uniquely qualified to work as a business professional in the world of sports activities and programming, fitness facility management, and industry that promotes and markets healthy living. During four years of study, students learn the

Academic Requirements. The athletic training student must maintain a minimum cumulative grade point average of 2.75 for the departmental courses. In addition to the minimum grade point average, the grade of “D” is not acceptable in any of the departmental courses. If the GPA falls below 2.75 in the departmental courses, the student will discontinue accruing clinical hours until such time as the GPA is at or above 2.75 in the departmental courses.

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

The National Athletic Trainers Association (NATA) requires 1500 hours of training internship during the preparatory period. These hours may be earned through the clinical experiences.

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

Bachelor of Science in Exercise Science

A University of New England exercise science student graduates with the knowledge and skills necessary to prescribe exercise programs for healthy and health-limited populations, to counsel athletes, fitness enthusiasts, and health compromised participants in safe exercise, and to develop health promotion programming which leads people into lives of optimal health and wellness. Whether working with large medical centers, in research laboratories, the field of athletics, sports medicine, or corporate fitness, exercise science graduates are on the cutting edge of medicine, health, and fitness. With a combination of science, sport, and fitness courses, individuals are prepared for career op-

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

Exercise Science majors are required to complete the following curriculum:

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

Total for Degree **121-122**

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

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

Leadership Programs

The two leadership programs are offered on the Westbrook College Campus only. The Department of Performance Management's Leadership Programs are both degree completion programs designed for experienced individuals who desire to return to finish their undergraduate education. The courses are offered in an evening and weekend format, and are based upon adult learning methodologies. As such, the two programs, Organizational Leadership and The Capstone, are designed and delivered for students who are working full-time and who desire non-traditional degree programs.

Bachelor of Science in Organizational Leadership

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

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

Admission Requirements

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

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

Courses are offered in four clusters as indicated below.

Organizational Leadership Degree 48

I. The Individual and Change

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

II. Interpersonal Dynamics

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

III. Context for Leading

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

IV. Leadership

OLP 340 - Organizational Leadership	3
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Department of Physical Therapy

College of Arts & Sciences

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

Bragdon, Karen Clinical Instructor
B.S., University of New England-Physical Therapy.

Brown, David Assistant Professor
Ph.D., Hahnemann/Allegheny University-Pediatric Physical Therapy; M.A., University of South Dakota-Special Education; B.S., University of Colorado Medical Center-Physical Therapy. American Board of Physical Therapy Specialties, Certified Specialist in Pediatric Physical Therapy.

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

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

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

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

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

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

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

The goal of our physical therapy program is to educate students to become competent therapists who can practice as generalists. We believe that professional education should be grounded in the liberal arts, and that students should be provided with experiences to encourage lifelong learning.

Accreditation

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

Curriculum

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

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

Physical Therapy Curriculum

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

Preprofessional Curriculum Sequence

First Semester

BIO 104 - General Biology	4
ENV 100 - Introduction to Environmental Issues	3
LSC 104 - Environmental Learning Comm Sem	1
CHE 110 - General Chemistry I	4
Humanities/SBS Exploration	3
Credits = 15	

Second Semester

MAT 180 - Precalculus or MAT 210 - Calculus	4
ENG 110 - English Composition	4
PSY 105 - Intro to Psychology	3
CHE 111 - Chemistry II	4
FAR 120 - Applied Creative Arts	3
Credits = 18	

Third Semester

PHY 200 - Physics I	4
BIO 245 - Anatomy, Physiology, Pathophys I	4
LIL 201 - Roots of the Contemporary World I	3
PSY 220 - Sociocultural Context of Hum Dev I	3
PTH 200 Basic Concepts Health Care I	1
Credits = 15	

Fourth Semester

PHY 201 - Physics II	4
BIO 345 - Anatomy, Physiology, Pathophys II	5
LIL 202 - Roots of the Contemporary World II	3
PSY 270 - Sociocultural Context of Hum Dev II	3
PTH 201 - Normal Development	2
Credits = 17	

Professional Program

The professional phase of the Physical Therapy program covers the last three years of the program, including the summer between the fourth and fifth years. A detailed study of normal structure and function is followed by an integrated study of body systems. The pathological conditions that interfere with function, the associated psychosocial impact, and the medical, surgical, and physical therapy procedures that are used to enable an individual to maximize function are integrated into the study of body systems. Students are also introduced to statistical and research procedures, educational theory and methodology, and management strategic planning, operations, and organizational principles and practices. Classroom, laboratory, and clinical experiences are provided. The clinical education sites are selected to provide a broad base of experience in a variety of settings.

Professional Program in Physical Therapy

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

Professional Curriculum Sequence

(Students continue to complete core curriculum courses)

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

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

1. Liberal arts courses taken at another institution, excluding math and science courses, will be accepted for transfer credit if approved by the Registrar.
2. Math/science courses taken more than five years prior to matriculation at UNE will not be considered for transfer credit, unless the courses were taken as part of an academic program which was completed less than five years from the date of matriculation.
3. Math and science courses taken five years or less prior to matriculation at UNE will be accepted for transfer credit if approved by the Registrar. The student may choose one of the following options:
 - a) No math/science courses be considered for transfer credit., or
 - b) All math/science course(s) equivalent to the physical therapy prerequisites be accepted for transfer credit.
4. If a student transfers required math and/or science courses, both the courses and the grades will be used to

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

Department of Social and Behavioral Sciences

College of Arts & Sciences

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

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

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

Haskell, Robert Professor
Ph.D., Pennsylvania State University-Psychology and Social Relations; M.A., San Francisco State University-Psychology/Sociology; B.A., San Francisco State University-Psychology/Sociology.

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

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

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

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

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

Scharff, Judith Associate

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

Mission Statement

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

Psychology and Social Relations Curriculum

Psychology and Social Relations Core and Internship

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

Bachelor of Arts Program in Psychology and Social Relations

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

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

A Track in one of the three areas described below:

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

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

Elective Courses

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

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

Pre-counseling Track

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

Choose at least one course from the following:

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

AND choose at least one course from the following:

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

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

Human Services Track

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

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

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

Liberal Arts Track

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

Minors in Social and Behavioral Sciences

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

Psychology Minor

Consists of Introduction to Psychology, Introduction to Sociology, and an additional four psychology courses at the 200 level or above, not including PSY 220, 270, or 300.

Sociology Minor

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

Psychology and Social Relations Minor

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

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

Undergraduate Programs Course Descriptions

1999-2000



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

ACC 203 **3 credits**
Management Accounting

The use of financial accounting information for financial and managerial decision-making is covered in this course. Various techniques are presented to enable the student to effectively analyze accounting information and make sound business judgements. Prerequisite: ACC 201.

American Studies

AMS 105 **3 credits**
Introduction to American Studies
(Westbrook College Campus only)

An introductory survey of methodologies and critical theories from the social studies and humanities that can be utilized in the study of American culture. The theoretical approaches will be combined and applied in the analysis of a particular historical/cultural community that will serve as the focus of study throughout the entire course.

AMS 180/HIS 180 **3 credits**
“What is an American?”
 See course description under HIS 180.

AMS 200 **3 credits**
Native Americans and the American Experience
(Westbrook College Campus only)

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

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

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

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

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

AMS 400 **3 credits**
Fourth-year Seminar
(Westbrook College Campus only)

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

AMS 470, 480 **3 credits each**
Internship
(Westbrook College Campus only)

An individually designed, off-campus learning experience in which the student will apply the approaches, skills and knowledge derived from the American Studies major in a part-time employment situation at an institution related to the career goals of the student. Prerequisites: Minimum cumulative grade point average of 2.5, third-year standing, and permission of the instructor.

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

Related courses that may be offered in the future are:

(All on the Westbrook College Campus only)

AMS 309 - American Material Culture

Anthropology

ANT 101 3 credits Anthropology

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

ANT 102 3 credits Cultural Anthropology

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

Athletic Training

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

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

ATC 101 3 credits Prevention and Care of Athletic Injuries *(University Campus only)*

This course is designed to give the students a broad introduction to the professional fields of athletic training in terms of injury prevention and immediate care. Topics include basic functional anatomy, injury mechanism, prevention and injury patterns. The labs are designed to give students practical experience in the areas of taping, wrapping and padding.

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

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

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

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

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

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

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

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

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

This experience is structured to provide the student with the opportunity to develop competency in the five domains of athletic training. The clinical focuses on the management

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

ATC 440 **3 credits**
Therapeutic Exercise

(University Campus only)

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

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

(University Campus only)

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

Biology

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

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

BIO 104 **4 credits**
General Biology

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

BIO 200 **3 credits**
Genetics

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

BIO 200L **1 credit**
Genetics Laboratory

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

BIO 203 **4 credits**
Histology

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

BIO 204 **4 credits**
Parasitology

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

BIO 206 **4 credits**
Scientific Methods

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

BIO 208, 209 **2 semesters, 8 credits**
Introductory Anatomy and Physiology I & II
(Westbrook College Campus only)

A two semester overview of human structure and function during which gross and histological anatomy are related to cell, tissue, organ and organ system-level physiology for each of the major body systems. Included in this course is a weekly three hour laboratory session. Offered yearly.

BIO 215 **3 credits**
Microtechniques

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

BIO 220 **4 credits**
Invertebrate Zoology

A general study of the invertebrate phyla with special emphasis on the morphology, life histories, distributions, and phylogenetic relationships. Students have the opportunity to acquaint themselves with the inshore marine invertebrates through field trips to neighboring marine habitats. Laboratory work involves identification and dissection of common invertebrate types. Prerequisite: one year of biology or equivalent.

BIO 225 **1 credit**
Gulf of Maine Seminar

This course examines the Gulf of Maine as a vital and important resource to the New England region. Invited speakers will present keynote lectures on a variety of topics including biological, political, socioeconomic, medical and environmental aspects of the Gulf of Maine. This seminar also provides students with an opportunity to meet faculty members and learn of their respective research interests. Required of all Marine Biology Majors. Open to non-majors: Second-year status or permission of instructor required. Offered yearly in spring semester.

BIO 226 **4 credits**
Microbiology

The biology of microorganisms: fundamental principles, morphology, physiology, and the classification of microorganisms. The course emphasizes microbial metabolism. Laboratory provides a review of procedures used to isolate and identify microorganisms. Offered yearly in the fall semester.

BIO 245, 345 **1st semester = 4 credits**
2nd semester = 5 credits
General Principles of Anatomy, Physiology, and Pathophysiology I & II

(University Campus only)

This is a two-semester series which uses an organ systems approach to examine the workings of the human body. In the first course, the student is introduced to those fundamental concepts of cellular biology and histology (i.e., the study of tissues) which will enable him/her to understand the anatomy and physiology of the systems. The first course also includes studies of the integumentary, skeletal, muscular and nervous systems. The second course continues in studies of the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. The courses place emphasis on homeostasis (the maintenance of "internal stability") and, in doing so, will address the pathophysiological processes (i.e., instances where homeostasis is upset and the body fails to maintain internal stability).

of anatomical form and function. Laboratory. Prerequisite: one year of biology or equivalent and third-year standing or permission of the instructor.

BIO 331 **4 credits**
Biology of Fishes

A study of the basic biology of fishes suitable for students with a range of interests, including fisheries science, aquaculture and conservation biology. Lecture covers the systematics, evolution, anatomy, physiology, and ecology of fishes. Laboratory work includes field trips and visits to the New England Aquarium and Harvard Museum of Comparative Zoology. Prerequisite: one year of biology or equivalent and third-year standing.

BIO 335 **4 credits**
Animal Behavior/Behavioral Ecology

This course emphasizes the study of the behavior of animals in their natural environment. The course reviews the underlying mechanisms of behavior (genetics, evolution, physiology), the behavior of individuals (migration, habitat selection, foraging), as well as behavioral interactions (predator-prey, social behavior, sexual selection, parental care, mating systems and altruism). The laboratory includes both field and lab investigations of these topics as well as videos demonstrating species and concepts discussed in class. Prerequisites: one year of biology and third-year standing or permission of instructor; recommended: genetics, animal physiology, ecology.

BIO 340 **4 credits**
Embryology

This course provides an overview of human reproductive anatomy, gametogenesis, and fertilization. Comparative ontogenetic processes of cleavage, gastrulation, and organogenesis are covered in depth. Embryogenesis of an amphibian, a bird, and a mammal are studied in the laboratory. Prerequisite: one year of biology or equivalent.

BIO 345 **5 credits**
General Principles of Anatomy, Physiology, and Pathophysiology II

See description for BIO 245.

BIO 350 **4 credits**
Ecology

A study of organisms and how they interact with one another and with their nonliving environments. Subject matter progresses in scale from small to large—from individuals and the growth of populations to species interactions, the distribution of communities and the function of ecosystems. Out-

door activities stress the interplay between field observation and experiment. Prerequisites: one year of biology or equivalent, Precalculus, and third-year standing or permission of the instructor.

BIO 355 **4 credits**
Biology of Marine Mammals

This class is an overview of the field of marine mammalogy. Aspects of marine mammal (whales, dolphins, seals, sea lions, manatees, dugongs, walrus, sea otters and polar bear) biology covered include: evolution, taxonomy, morphology, physiology (sensory systems, diving, reproduction), cognition, foraging and reproductive energetics, mating systems, and ecology. The laboratory includes two field trips (whale watching, Harvard Museum of Comparative Zoology), videos of marine mammal research, and demonstrations of concepts discussed in class. Prerequisite: one year of biology and third-year standing or permission of instructor; recommended: animal physiology, animal behavior, ecology.

BIO 360 **4 credits**
Oceanography

The relevance of the various basic science course work completed prior to taking Oceanography is stressed. Application of the laws of thermodynamics and principles of chemistry, biology, and ecology to the world's oceans will be made. Students explore the formation of the oceans, their chemical composition, physical properties, currents, and biological inhabitants. Global issues and human interactions serve to focus discussions. Laboratory. Prerequisites: one year of biology or equivalent, general chemistry, English composition. Restricted to Third-year standing or permission of instructor.

BIO 365 **4 credits**
Immunology

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

BIO 370 **3 credits**
Cell and Molecular Biology

This course explores all aspects of cell and organelle function at the molecular level. It emphasizes protein function in major cellular processes including gene expression, protein sorting, intracellular transport, cell movement, and cell signaling. Lectures are formatted to encourage student-led discussions and include student oral presentations. Prerequisite: BIO 100, BIO 101, and BIO 200 or equivalent. Corequisite: BIO 370L, unless approved by professor. Offered every fall.

BIO 370L **1 credit****Cell and Molecular Biology Lab**

This laboratory encompasses experiments that focus on determination of protein localization and function. It includes protein purification and immunolocalization techniques including wholemount immunostaining and western blotting. At the end of the semester students give oral presentations on current research articles about cell structure and function. Corequisite: BIO 370, unless otherwise approved by professor. Offered every fall.

BIO 381 **4 credits****Limnology**

This course focuses on freshwater ecosystems as a means for understanding the interplay among physics, chemistry and biology as they relate to natural systems and human intervention. Much of the course involves field studies of local lakes, streams and ponds. Prerequisites: one year of biology or equivalent, physics and chemistry.

BIO 390 **4 credits****Aquaculture and Aquarium Management**

This course is an introduction to the principles and practices of aquaculture and aquarium management. Lectures focus on the culture and harvesting of fin fish, shellfish and seaweed, and their anatomy, physiology and pathology. Techniques for care and management of aquarium systems are also covered. Laboratory work includes field trips to the New England Aquarium and select aquaculture facilities within the State of Maine. Prerequisite: one year of biology or equivalent and third-year standing.

BIO 402 **4 credits****Physiology Topics - The Cardiovascular System**

(University Campus only)

This physiology topics course explores the workings of the cardiovascular system, building on the foundation provided by BIO 345 (General Principles of Human Anatomy, Physiology, and Pathophysiology II). The focus of the course will be on cardiovascular disease mechanisms and treatments, with added insight provided by a study of relevant public health concerns. Topics to be explored include the mechanisms of heart attacks, the development of hypertension and atherosclerosis, and the nature of cardiac arrhythmias. Emphasis will also be placed on the effects of aging on the cardiovascular system. Students explore the primary literature and conduct presentations throughout the course. Offered on University Campus in the fall semester. Prerequisite: BIO 345 or equivalent course.

BIO 405/CHE 405 **3 credits****Advanced Topics in Chemistry:****Medicinal Chemistry**

(Cross Registered). See course description for CHE 405.

BIO 430 **3 credits****Advanced Topics in Molecular Biology**

This is an upper-level seminar course exploring in detail an advanced topic in molecular biology such as: the genetic and molecular basis of cancer, aging, behavior, sensory perception, development, control of gene expression, etc. The specific topic of the seminar varies by semester. The first part of the course includes several lectures to provide a base of knowledge; thereafter the course focuses on student presentations of current research articles. Prerequisite: a semester of genetics, a semester of cell biology or biochemistry, and fourth-year standing. Offered each spring.

Chemistry**CHE 110** **4 credits****General Chemistry I**

(University Campus only)

An introduction to the principles of Chemistry, reaction stoichiometry and the mole concept, periodic properties of the elements, atomic and molecular structure, chemical bonding, chemical reactions, and the properties of gases and condensed phases. One three-hour lab per week is included. Prerequisite: MAT 022 or equivalent, or placement into MAT 180 or MAT 210.

CHE 111 **4 credits****General Chemistry II**

(University Campus only)

A continuation of CHE-110. Thermodynamics, reaction kinetics, equilibrium and acid-base chemistry, redox reactions, and electrochemistry; introduction to transition metal compounds and selected topics in organic chemistry. One three-hour laboratory per week is included. Prerequisite: Grade of C- or better in CHE 110 or equivalent.

CHE 125 **4 credits****Introduction to Chemistry and Physics**

(University Campus only)

A one semester survey course that presents the major concepts and principles of general, organic and biological chemistry, and conceptual physics, with emphasis on how they are related to biological systems. This course is specifically designed for Occupational Therapy students and provides a

strong basic understanding of the fundamentals of chemistry and physics. The included laboratory is a weekly two hour, hands-on approach that emphasizes concepts discussed in lecture. A thorough understanding of algebra is strongly recommended. Areas discussed are atomic theory, chemical

tion of proteins and nucleic acids. Specific topics include: catalytic and regulatory strategies, antibodies, protein folding and design, molecular motors, and recent advances in biotechnology. The physical and chemical methods of biopolymer research are emphasized. Includes weekly laboratory. Prerequisite: Grade of C- or better in CHE 211.

CHE 351 **3 credits**

Biochemistry II: Metabolism and Bioenergetics

(University Campus only)

This course surveys the generation, regulation, and storage of metabolic energy in carbohydrates, lipids, amino acids, and nucleotides. The biosynthesis of building blocks also is explored. Specific topics include: glycolysis, citric acid cycle, oxidative phosphorylation, pentose phosphate pathway, gluconeogenesis, and photosynthesis. Prerequisite: Grade of C- or better in CHE 350.

CHE 405 **3 credits**

**Advanced Topics in Chemistry:
Medicinal Chemistry**

(University Campus only)

This course will explore the chemistry behind the activity of drugs. Among the classes of drugs to be discussed will be antibacterials, anticancer agents and analgesics. Discussion will include the site of drug action and drug metabolism, two topics that have a prominent role in drug research and development. Special emphasis will be placed on the relationship between the chemical structure of a drug and the biochemical effect of the drug in vivo. Prerequisite: CHE 211 or permission of instructor.

CHE 410 **1-4 credits**

Directed Research

Directed research in Chemistry or Biochemistry carried out in collaboration with a faculty mentor. Prerequisite: Permission of instructor.

CHE 411 **1-4 credits**

Directed Research

A continuation of CHE 410. Prerequisite: CHE 410 and permission of instructor.

Citizenship

CIT 400 **1 credit**

Citizenship Seminar

Citizenship, the final theme of the Core Curriculum, will provide the students with an opportunity to evaluate and inte-

grate their experiences within the Core Curriculum and their major. Student participation as volunteers will serve as the focus for their reflections. This will allow the students to synthesize knowledge and experience gained during their college years and reflect on their responsibility towards the larger community and the future. Required for seniors.

Core Curriculum *(for Westbrook College Campus)*

CC 102 **3 credits**

Individual & Society

(Westbrook College Campus only)

assumptions about the self are explored and then compared and contrasted with selected non-Western cases.

CC 307 **3 credits**
Science, Technology, and Society

(Westbrook College Campus only)

This course involves the study of how science and technology both reflect and influence social values, policies and institutions, such as the development of capitalism. Science and technology are viewed as social, political and economic processes which are not value-neutral. Emphasis is placed on understanding the ethical and social implications of technology and scientific research.

Dental Hygiene

Please note: courses with clinic, lab or a community site component are assessed a fee.

DEN 101 **3 credits**
Dental Anatomy, Oral Histology and Embryology

(Westbrook College Campus only)

Part I is designed for the student to learn morphological characteristics of crown and root structure for primary and permanent dentitions. Dental terminology will be introduced. Laboratory time will enhance the student's ability to integrate basic dental anatomy with the clinical practice of dental hygiene. Emphasis is placed on morphology, tooth eruption, occlusion, and hard and soft tissue function. Part II is a study of the embryonic development of the face and structure of the oral cavity. Specific epa6earchre oroida viewed

dents learn the techniques of intraoral and selected extraoral exposures to achieve clinical competence. Technique and interpretation as applied to clinical practice and patient education are discussed. Prerequisites: DEN 101, 102, and BIO 209 with grades of C- or better.

DEN 217 **3 credits**
Prevention and Treatment of Dental Diseases

(Westbrook College Campus only)

This course addresses the role of the professional in the prevention and treatment of dental diseases, with an emphasis on dental cariology. Topics include caries development, recognition of caries, types of caries, and the prevention and predictability of caries development. Tooth structure sensitivity and alternatives in pulpal vitality will also be discussed. Materials commonly used in dentistry to restore altered tooth structure will be studied and the laboratory component will include demonstrations, manipulations of basic materials and clinical application sessions utilizing materials used in dental hygiene procedures. Prerequisite: DEN 211, CHE 130 with a grade of C- or better.

DEN 221 **3 credits**
Concepts of Community Health

(Westbrook College Campus only)

Students are introduced to the role of community health agencies and practitioners in promoting health and preventing disease. The role of the dental hygienist as a community health educator is stressed. In addition, the student becomes familiar with proven teaching methodologies and available resources. Organization and administration of dental public health programs at the international, federal, state and local levels are examined. Emphasis is placed on the concepts of community based health care and specific principles of preventive dental health. Students will participate in a community health practicum which is designed to provide the student with an opportunity to apply knowledge and skills acquired in the classroom to various educational and health care settings within the community. Prerequisites: Second-year student status.

DEN 301, 302 **5 credits, 4 credits (9 total)**
Advanced Clinical Dental Hygiene I & II

(Westbrook College Campus only)

A two semester course designed to provide the student with knowledge of the most advanced modalities in oral care, preventive patient services, and the expanding role of the professional dental hygienist. Through reading assignments, class discussion, and clinical experience, the student will keep abreast of changing trends in dentistry and dental hygiene, and their implications for the control of oral disease. The focus of the course is on the development of advanced clinical dental hy-

giene skills to ensure the delivery of optimal individual care of patients with special needs through the life span. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Student must pass both the clinical and theoretical components of the course in order to continue in the program. Prerequisites: first semester - DEN 212; second semester - DEN 210, 301, 308, and 330 with grades of C- or better. The semester components of this course must be taken in sequence in one academic year.

DEN 308 **3 credits**
Dental Pharmacology

(Westbrook College Campus only)

Concepts in pharmacology are discussed, including major

gram Director and faculty sponsor on a detailed written proposal. This course may be used for advanced students, special projects or clinical experiences. The dental hygiene special study will be approved only in cases where an exceptional benefit to the student may occur. Prerequisites: satisfactory standing at the junior or senior level.

DEN 436-437 **3 credits each**
Seminar: Current Concepts in Dental Hygiene I & II

(Westbrook College Campus only)

Advanced clinical and theoretical topics in dental hygiene, patient services and the changing dental hygiene profession will be explored through readings, research, discussion, and clinical practice. Students may contribute to the selection of course topics to be examined in depth. Prerequisites: at least a 2.5 GPA and junior or senior level standing.

DEN 440 **3 credits**
Pain Control and Local Anesthesia in Dental Hygiene

(Westbrook College Campus only)

The focus of this course is on local anesthesia as the primary means of pain management for dental hygiene. Its appropriate use requires that the clinical administrator possess a thorough understanding of neuroanatomy and physiology, pain and pain suppression, pharmacology of local anesthetics, and potential complications and their management. Through classroom lecture and laboratory/clinical practice the student will acquire the knowledge and skill necessary to safely and effectively administer local anesthetic agents and other pain control modalities. Prerequisites: DEN 301, 308, 330 and permission of the instructor.

DEN 460 **3 credits**
Community Oral Health Care and Management

(Westbrook College Campus only)

This course explores the problems and solutions in the delivery of oral health services to individuals and groups in community based settings. Issues to be discussed include regulatory practices, oral health status as it pertains to overall health and well-being and factors that contribute to health and disease in groups of people. In community based settings, such as group homes, geriatric facilities, homeless shelters, homes for women and children in distress, adolescent rehabilitation facilities, hospices and others, students will gain experience in providing direct oral care services; in developing educational programs specifically for the identified group and in participating in health promotion and disease prevention activities as members of interdisciplinary health teams. Prerequisites: DEN 221, 301, and 302.

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

(Westbrook College Campus only)

Internships are individually designed to meet each baccalaureate candidate's specific professional and educational goals and enhance academic preparation with a learning experience outside the classroom. Internships provide an opportunity to integrate advanced dental hygiene skills and knowledge with a chosen area of focus, such as management, health care, psychology or scientific research. Prerequisites: Minimum cumulative grade point average of 2.5, senior standing, and permission of instructor.

DEN 490 **3 credits**
Directed Senior Clinical Dental Hygiene

(Westbrook College Campus only)

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ECO 204 **3 credits****Microeconomics**

This course focuses on economic theory as it relates to the operation of individual organizations. Topics include: supply and demand, price determination, production costs, competitive structures, resource markets, and issues related to international trade.

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

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

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

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

ECO 320 **3 credits****International Trade**

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

ECO 370 **3 credits****Money, Credit and Banking**

This course traces the history of money and banking in the world economy. Particular attention is paid to the development of commercial and central banking in the United States and to the fundamentals of monetary and fiscal policy with emphasis on the functions of the Federal Reserve Bank. Prerequisites: ECO 203 and ECO 204.

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

This course is devoted to analyzing international monetary economics, beginning with a historical overview of the gold stan-

dard, The Bretton Woods system, and the current international monetary regime. It examines the balance of payment and theories of its adjustment, considers exchange rate determination. Attention is paid to empirical studies of capital flows and exchange rate behavior. Special topics include uneven development, the debt crisis, multinational corporations and stabilization policies. Prerequisites: ECO 203, ECO 204, ECO 310.

Education**Notes:**

1. Courses in the 500 range are available for graduate-level study for students who already hold a baccalaureate degree. Permission required.

Expectations for Graduate Study

Some Education courses may be taken for either undergraduate or graduate credit, depending upon the student's program of studies. Although both undergraduate and graduate students will complete the same assignments, faculty expect that students who register for graduate credit will demonstrate understanding and/or knowledge of course material in greater depth. This does not necessarily mean more assignments. Rather, graduate students will demonstrate their understanding through more sophisticated writing, projects, and class participation.

- * Courses in which an asterisk (*) follows the course title indicates a field experience requirement is a part of the

cial emphasis is placed on current issues concerning families, the media, public schools, public policy and legislation. Professional standards and the Code of Ethics for Early Childhood Educators are examined.

EDU 105 **3 credits**
Introduction to Schools

(University Campus)

This is a professional course required of all first-year students pursuing the bachelor's degree in elementary education. The role of the professional educator will be a focus, and the student will evaluate personal skills and attitudes in light of the expectations for the profession. Regular visits to local schools are a part of this experience.

EDU 133, 433, 533 **3 credits**
American Education

This course is designed as a means of providing the prospective teacher with an understanding of the structure and operation of the unique systems of education found in the United States. Five major topics are considered: the relationship of

tional students. The course will examine the historical and contemporary legal, procedural, and ethical issues within the special education system and will help the student to develop informed attitudes toward exceptional individuals and their roles in society. In addition, this course will examine family issues, communicative processes, school-agency relationships, United States and Maine civil rights and special education laws, regulations and policies. Required of all students in undergraduate programs in early childhood, elementary, and secondary education and all students in the Teacher Certification Program (TCP) in elementary education, secondary education, and Teacher of Young Children with Disabilities.

EDU 222 **3 credits**
Teacher-Child Interaction*

(Westbrook College Campus)

This course provides students with knowledge of the relationships between play and the early childhood curriculum, as well as an understanding of how teachers facilitate the integration of the two in their interactions with young children. Students examine research of prominent theorists who support teacher-facilitated play as a foundation for children's social, emotional, cognitive and motor development. In keeping with the focus of this course students study and practice teacher-child interaction skills and behavior management techniques within a classroom or laboratory setting.

EDU 248, 348, 448, 548 **3 credits**
Topics in Early Childhood Education

(Westbrook College Campus)

This elective course is offered in different semesters as a means of helping teachers or prospective teachers of young

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EDU 320, 520 **3 credits**
Language Arts*

Children develop language naturally in an environment filled with language in use. The language they learn is the language they hear and if part of this comes from literature and is modeled by someone who uses it well then children's language is enriched. This course is based on the belief that the language arts (reading, writing, speaking and listening) essentially provide the foundation for all the activities of the classroom and serve as a means of integrating all of the many areas of the curriculum in a holistic manner. Throughout the semester the rich world of children's literature will be interwoven. Required of all students seeking an undergraduate degree in elementary education or of students in the elementary Teacher Certification Program (TCP); others with permission of the Chair of the Department of Education. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 321, 521 **3 credits**
Children's Literature*

This course is designed to provide the teacher or prospective teacher with methods for using literature in all aspects of teaching and learning in the elementary classroom. Students will be expected to read children's books in depth and form a variety of literary genres. Requires enrollment in undergraduate degree program in elementary education, the elementary Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required.

EDU 322, 522 **3 credits**
Writing Process and Language Arts*

Based on the premise that a teacher of writing is one who writes, this course will be conducted as a Writing Workshop, emphasizing writing as a thinking tool. The "writing process" philosophy from the rehearsal through the editing stages will be modeled through the students' own writing. Principles and guidelines for motivating writing assignments across the curriculum will be explored with the emphasis on the reading/writing connection. This course requires enrollment in either the undergraduate program in elementary education, the Teacher Certification Program (TCP) or permission of the Department Chair.

EDU 323 **3 credits**
Science for the Young Child*

This course is designed to help students understand the role of science in the early childhood/early elementary curriculum. Teaching methods, media, content and process objectives that are developmentally appropriate for this age group are studied. Prerequisite: completion of foundation courses.

EDU 324* **3 credits**
Developing Literacy in the Early Childhood Years*

(Westbrook College Campus)

Examines issue relating to beginning reading and writing or print acquisition. Explores research on both typical and delayed development. Presents ways to assess preschoolers' early literacy development both formal and informally. Explores the philosophy and principles of a whole language approach as well as specific strategies and materials for the integration of content and skills through the curricula.

EDU 330 **3 credits**
**Educational Psychology and
Developmentally Appropriate Practices**

The emphasis in this course is given to theory and research in human learning, motivation, information processing, and cognition as they operate in both school and non-school settings. This course begins with an overview of the content and methods of educational psychology. This is followed by in-depth coverage of student and/or learner characteristics and how these characteristics contribute to learning and education. Human development and how it influences learning informs the aspiring teacher with respect to strategies and practices for learning environments. The course concludes with how both human interactive factors and in1 T Twinformf 1-092c
Devel Years*



EDU 438, 538 **3 credits**

Methods of Teaching Secondary Education:

Social Studies*

The learning experience in this course provides a working knowledge of methods and materials appropriate to concept based social studies programs. Students create social studies materials as a final project. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 439, 539 **3 credits**

Methods of Teaching Secondary Education:

Mathematics*

This course is designed to introduce the student to current methods and practices of teaching mathematics within the secondary school curriculum. Using research articles and newly developed texts students examine and practice some of the current methods of teaching mathematics to secondary students. Topics include: new technology, writing within the mathematics curriculum to learn mathematics, mathematics as problem solving, math anxieties, math labs, mathematics as critical thinking training, collaborative learning, and integration of mathematics over the four years. Students develop models of different kinds of lessons to be used to teach various skills and concepts and apply them in practice sharing with others as they develop their own teaching styles and skills. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 441, 541 **3 credits**

Methods of Art Education

This course will prepare participants to be successful art educators in a school setting (K-12). This course is designed to provide participants with the knowledge and skills necessary to be successful art educators in a school setting. Participants will learn about the history of art education, the role of the art educator, and the various methods and materials used in art education. Participants will also learn about the importance of art education in the school setting and how to integrate art into the curriculum. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 490 **12 credits**
Elementary Education Internship and Seminar

The purpose of this course is to involve the student in a semester of teaching, observing, and participating in classroom related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a college supervisor. The student will encounter as many actual teaching experiences as possible in a semester. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires admission to the undergraduate Elementary Education program or the TCP program and specific departmental approval in order to register.

EDU 492 **12 credits**
Secondary Education Internship and Seminar

The purpose of this course is to involve the student in a semester of teaching, observing, and participating in classroom related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a college supervisor. The student will encounter as many actual teaching experiences as possible in a semester. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires enrollment in either the undergraduate CAS secondary certification option or the TCP program and specific departmental approval in order to register.

EDU 495 **12 credits**
K-3 Internship and Seminar

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

EDU 496 **3 credits**
Inclusive Early Childhood Internship and Seminar

This course provides full-time experience in an inclusive early childhood program which serves children from birth through five years old under the joint supervision of a cooperating teacher and College supervisor. Students attend a concurrent three-hour, weekly seminar. This course requires enrollment in either the undergraduate Early Childhood Education program (birth through five) or the TCP program and specific departmental approval in order to register.

Graduate Courses in Education**

Including Campus-Based and Video Courses

Note: Students wishing to enroll in courses in school administration should consult the graduate section of this catalog which lists courses and seminars in the School Leadership Certification Program (SLP).

**In addition to the courses listed above (some of which also carry a graduate course designation beginning with 500), the following courses are offered to students who are pursuing graduate study.

EDU 504 **3 credits**
Assertive Discipline and Beyond

Video Course

A proven classroom management program to help you master your own personal approach to teaching students responsible behavior and building student self esteem. Receive more satisfaction and experience, less frustration by minimizing disruptive behavior and maximizing instructional time. Learn to create and maintain the classroom environment you've always wanted - one that enables you to handle student behavior in every situation. All texts, workbooks and loan copies of videos are included in the course fee.

EDU 505 **3 credits**
How to Get Parents on Your Side

Video Course

Designed to help you get the support you deserve from your students' parents for all your behavior, academic and homework efforts. This course will help you develop effective techniques to reach and communicate with all parents, even the most difficult ones.

EDU 506 **3 credits**
Succeeding with the Difficult Student

Video Course

No matter what classroom management system you use, there are students who are unable to function within any regular classroom management plan. This course gives teachers practical, proven strategies to use immediately to get positive results. It gives you proactive intervention strategies to increase student success, self esteem and the ability to resolve conflicts.

EDU 507 **3 credits**
The High-Performing Teacher

Video Course

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to improve their professional self-esteem and the self-esteem of

their students. Learning activities will direct course participants toward understanding current research and theoretical models and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 513 **3 credits**
Strategies for Preventing Conflict And Violence

Video Course

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to reduce the threat of violence and increase the safety for themselves and their students. Learning activities will direct course participants towards understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 514 **3 credits**
Teaching Students To Get Along

Video Course

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to foster teamwork and understanding of differences among their students, to increase positive pro-social behavior and reduce the possibility of violence in the classroom. Learning activities will direct course participants towards understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 516 **3 credits**
Building Your Repertoire of Teaching Strategies

Video Course

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 519, EDU 519A **3-6 graduate credits**
Identification, Evaluation and Education of Students with Learning Problems

The nature and correlates of learning disabilities in children, adolescents, and adults are examined in the institute's inten-

sive two week long courses and workshops. Week I reviews current issues of etiology, assessment, description and effective intervention, based on a model of competent functioning. The course explores appropriate formal and informal assessment methods and strategies for increasing school success. Effective consulting to families and schools is also discussed with particular emphasis on the adolescent student. Week II is a hands on Practicum during which participants will assess children and adolescents referred from local schools, plan appropriate remediation and report to these families and schools on this evaluation and plan.

EDU 523 **3 credits**
Motivating Today's Learner

Video Course

This course is designed to assist teachers in learning the theoretical foundations and quality strategies which motivate students and provide active learning opportunities equitably. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 524 **3 credits**
Including Students with Special Needs in the Regular Classroom

Video Course

This course is designed to specifically address the diverse learning and behavioral needs of exceptional students in the regular classroom. The focus is on students who have been formally identified as having disabilities, as well as those students without disabilities who demonstrate the need for special accommodations in the classroom. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 527 **3 credits**
Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences

Video course

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which are designed to address the diverse learning needs of students. Particular emphasis is placed on Learning Styles theories, cultural diversity and the work of Howard Gardner. Learning activities will direct course participants towards understanding current research and applying the concepts to their

students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 528 **3 credits**

Technology and Learning in Today's Classroom

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies that address the role of technology in curriculum and instruction to enhance student learning. Participants will learn how to infuse information and communication technologies into student research, collaborations, problem solving, authentic project work and assessment across the curriculum.

EDU 532 **3 credits**

Helping Students Become Self-Directed Learners

Environmental

ENV 100 **3 credits**

Introduction to Environmental Issues

An introduction to environmental problems which emphasizes that humans are part of ecosystems and interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. Course runs full year and is linked to BIO 100, 101, and LIT 121 as part of the Life Sciences First-Year Learning Community.

ENV 104 **3 credits**

Introduction to Environmental Issues

An introduction to environmental problems which emphasizes that humans are part of ecosystems and interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. A one semester course linked to BIO 104 and LSC 104 as part of the non-majors' First-Year Learning Community.

ENV 200 **3 credits**

Population and the Environment

Population growth and unequal distribution of resources may be the most serious challenge confronting humankind. The course explores the ecological, political, economic, and ethi-

ENV 220

3 credits

and color. Students will learn to use vision and discipline to explore and enhance creativity.

FAR 102 **3 credits**

Elements of Visual and Creative Arts:

Photography

An exploration into vision, craft, history, aesthetics, critiquing, looking, and talking about how and what we see. Basic camera operation, techniques, quality of light, composition, elements of time as well as viewing of other photographers' works, their lives and influences will be introduced. This is a creative approach to seeing through photography.

FAR 104 **3 credits**

Elements of Visual and Creative Arts: Painting

This course explores the fundamental pictorial elements involved in painting. The students are given the opportunity for individual development of skills and techniques through

Geology

GEO 200 **3 credits**
Geology

Understanding the world we live in requires some basic information about the abiotic components of the ecosystem. Topics of study will include land form composition and soils, weathering and erosion, hydrology, plate tectonics, volcanism and earthquakes, glaciation, ocean cycles, and climate patterns. Human impacts on the earth's geologic processes and resources will also be explored. Students will also be exposed to map reading and GIS (Geographical Information Systems). Prerequisite: ENV 100 or permission.

Global Studies

GLS 304 **3 credits**
Cultural Encounters in Mexico

(University Campus only)

The various cultural encounters which continue to give birth to the varied traditions which make up Mexican culture today will be explored. The main emphasis in this interdisciplinary approach will be on the dramatic clash between the pre-Hispanic and European cultures, and how the ensuing conflict led to the marginalization of the proud inheritors of the once magnificent native civilizations. The role of the US in modern Mexican history may also be examined. Taught in Mexico only.

GLS 306 **3 credits**
Exploring Morocco

(University Campus only)

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

GLS 308 **3 credits**
Exploring Ireland

(University Campus only)

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of the Indian past, the survival and paradox of Spanish culture, and continuing problems of U.S. presence on the northern border and the promise and problems of development.

HIS 160 **3 credits**

Exploration: History of the Vietnam War

(University Campus only)

This is a multi-media course on the United States' involvement in Southeast Asia from 1954 to 1975, including the background of the conflict, the factors which led to American entry, the escalation and full-scale American participation. It also covers the American public's growing disillusionment, the collapse of support for the war, the expansion of operations to Cambodia and Laos and U.S. withdrawal. In domestic affairs, the course attempts to cover the Watergate scandal, the impeachment hearings and Nixon's resignation. Finally, the class studies the temporary and continuing results of the war.

HIS 165 **3 Credits**

Theodore Roosevelt and the Dawn of the American Century

The course examines the life of Theodore Roosevelt from a variety of interpretative perspectives. Students are encouraged to develop their critical thinking skills as they compare and contrast different interpretations of Roosevelt. In the process, students learn a good deal about American history from the end of the Civil War until 1920. Films augment course reading material.

HIS 170 **3 credits**

Exploration: A Novel Approach to History

This course examines American history during the first three decades of the twentieth century through a close reading of John Dos Passos' USA trilogy. In the process, questions about American radicalism, World War I, the 1920's and the Great Depression are examined.

HIS 180/AMS 180 **3 credits**

Exploration: "What is an American?"

(University Campus only)

Through fiction, autobiography, biography, and other non-fictional secondary material, this course explores questions such as whether there is such a thing as an "American character," whether the nation has been in any sense "exceptional," and whether American society is best characterized as multicultural in nature. Students will be exposed to a wide variety of authors and will be encouraged to critically evaluate their most cherished beliefs about the United States, its history and its culture.

HIS 201 **3 credits**

United States History I

(Westbrook College Campus only)

A survey of the history of the United States from its settlement to the end of Reconstruction. Topics include patterns of colonial settlement, the evolution of democratic thought and institutions, the transition from a colonial to a modern, national economy, continental expansion, development of a pluralistic society and culture, and the rise of sectionalism culminating in the Civil War.

HIS 202 **3 credits**

United States History II

(Westbrook College Campus only)

A survey of the history of the United States from 1877 to the present. Topics include the transition of America from a rural, agricultural society to an urban, industrial one, the development and impact of reform movements (populism, progressivism, the New Deal, the civil rights movement), and the growth of U.S. involvement in world affairs.

HIS 220 **3 credits**

Exploration: History of Modern Europe

(University Campus only)

A discussion of Modern Europe from the French Revolution

HIS 380

3 credits

**Slavery and Race Relations in the
United States and Brazil**

This is a comparative course which examines the historical roots of contemporary race relations in two societies. Starting with the colonial period in the two countries, the course



LSC 410 **Variable credits**
Life Sciences Research

This course is for advanced majors who may wish to undertake directed research as a special course. Prerequisites are Third-year standing with a minimum of a “B” average and permission of a faculty sponsor. A carefully prepared written plan of proposed research must be presented to and be approved by the instructor prior to registration.

LSC 475 **Variable credits**
Fourth-year Honors Thesis

Open to fourth-year students with a 3.2 overall GPA and a 3.4 GPA in a DLS major. Through a faculty advisor, a student is nominated in their third-year and a research proposal is submitted by the third Friday of the spring term. Details of requirements can be obtained from the Chair of the Department of Life Sciences.

LSC 495 **3-9 credits**
Life Sciences Internship

Students apply theory and methods in the practical environment of a public or private research facility, a government agency, an advocacy group, or other organization for a semester or summer of part or full-time work experience. Students submit a Learning Agreement for the approval of the Department, and must receive the approval of the Department Chair in order to pursue an internship. Grades are determined by a sponsoring faculty member based on projects outlined in the Learning Agreement and site sponsor evaluations. Regular discussion sessions are required. Prerequisites: Third-year standing and permission from the Department Chair.

LSC 495C **1-9 credits**
Internship at Bigelow Lab for Ocean Sciences

In addition to the requirements stated above for LSC 495, students work at the Bigelow Laboratory for Ocean Sciences (a UNE-affiliated oceanographic lab in West Boothbay Harbor, ME) for a semester or summer, and receive 1 credit for every 40 contact hours. Three-credit internships are preferred but not mandatory. Activities range from laboratory research to field programs aboard oceanographic research vessels. Students submit a Learning Agreement for the approval of the Department Chair. Approval also must be granted from the Bigelow Laboratory Educational Coordinator in order to match each intern with the appropriate Bigelow Laboratory scientist. Grades are determined by a sponsoring faculty member (at either UNE or Bigelow) and are based on the student’s project.

Literature

LIT 121 **2 semesters, 3 credits**
Exploration: Literature, Nature, and Biology

This introductory course examines literature in connection with concepts in biology, chemistry and environmental studies. An important goal is to investigate the intrinsic value of literature as a way of knowing. Along with other critical methods, students study and apply mythopoeic analysis (which considers literature as the expression of human dreams and desires), as well as formal analysis. An important goal is to investigate the similarities and differences in the faculty member’s research to rstrd-yea (Life Sciens, studentenrollined in the)Tj T* -0.0002 Tc 0-7 a



ness proposal to increase or decrease cost by a predetermined amount. Proposals are presented to appropriate company officials for review. Prerequisites: MGT 312, MGT 315.

MGT 495 A & B **6 credits total**
Internship in Business Administration

The internship affords the student a part-time or full-time experience in the practical environment of a business organization. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a business organization, with their advisor's as-





MUS 211
Music in the United States

3 credits

with an emphasis on the benefits and risks of drug therapy with the adult population. The nurse's role in evaluating the efficacy and safety of administered drugs is stressed. Use of a prototype drug for each major group/classification of drugs is selected as a teaching method to facilitate assimilation of course material. Legal and ethical issues regarding drug administration, as well as an overview of pertinent Federal and State law are also reviewed. Students are introduced to the use of appropriate resources to collect drug information. Prerequisite: BIO 208, 209 or permission of the instructor.

NSG 230 **5 credits**
Nursing Care of the Chronically Ill Adult

The course expands the student's knowledge base of previous nursing courses to include providing skill in the diagnosis and management of peoples' responses to chronic illness where change in previous life style is likely. Emphasis is on communication theory, teaching-learning principles, and growth in the provision of nursing care support in the student's ability to create a caring environment for the chronically ill adult. Coordination with the patient, hospital and health and social services in returning the chronically ill adult to productivity is a focus. Nursing theories applicable to the health maintenance needs of adults with chronic illness are reviewed. Integration of concepts is achieved through a variety of learning experiences including class, college laboratory sessions, and clinical experience. Prerequisites: NSG 222, NSG 223, BIO 208 & 209 or permission of the faculty.

NSG 290 **variable credit (1-3)**
Special Topics/Directed Studies in Professional Nursing

This course will address areas pertinent to the student's interest under the guidance of the nursing faculty. Students must secure the approval of the Nursing Department Director and faculty sponsor by providing a detailed description of the proposed project.

NSG 299 **0 credit**
Cooperative Education Second-Year Summer

Work experience synthesizes second-year theory and clinical nursing practice. This cooperative education experience is provided by on-site delegation and supervision by a registered professional nurse in an assigned practice setting. Prerequisite: Successful completion of second-year.

NSG 301 **2 credits**
Nursing Theory

This course is designed to introduce the student to Patricia Benner's "Novice to Expert" nursing model and give an overview of major nursing theorists and their theoretical models.

The student is exposed to how nursing theories/ models function as a framework for nursing practice and nursing research.

NSG 302 **3 credits**
Health Assessment

This course is designed to assist students in acquiring increased skills in health assessment as a basis for collaborative nursing in the diagnostic and monitoring domain of nursing practice. The students become familiar with techniques of physical assessment and use appropriate terminology to describe assessment findings. Normal findings and changes are presented. Prerequisites: Current R.N. license or permission of faculty.

NSG 303 **6 credits**
Rehabilitation Nursing

This course is designed to focus the student's understanding of the functional health of clients and families. It is taken concurrently with the Health Assessment course in order to validate functional health with physical findings to support a nursing diagnosis. The students are also sensitized to the attitudinal, physical and architectural barriers that our society places on persons with disabilities and chronic illness through didactic and clinical experiences. Prerequisites: Current R.N. license. NSG 301 must be completed or taken concurrently.

NSG 304 **6 credits**
Families in Crisis

This course is designed to assist students in developing a plan of care for various families in crisis. Family Theory, Crisis Intervention and Case Management are covered. Classroom and clinical experiences focus on concepts relating to families in crisis as they present in various health care settings. Prerequisites: Current R.N. license. NSG 301 and 303 or permission of faculty.

NSG 305 **3 credits**
Community Health Education

This course is designed to introduce the student to principles of teaching and learning within community health education. Theories and principles of adult education are covered, as well as strategies for teaching diverse groups of learners. Skills in presentation development, preparation, modular development and the use of multi media aids are covered. Prerequisites: NSG 301, successful completion of second year of generic BSN program, or permission of faculty. This course is also open to non-nursing majors.

NSG 330 **3 credits**

Ethical Issues in Professional Nursing

This course offers students an opportunity to reflect critically on several documents which help guide professional practice. These documents include Nursing, A Social Policy Statement, (1996), and The International Council Code for Nurses, (1973). Concepts surrounding ethical comportment in nursing will be discussed and students will be provided opportunities, through case study discussion, to develop ways of resolving ethical dilemmas arising from practice. In addition, students will discuss theoretical foundations of ethics and the law.

NSG 333 **3 credits**

Gerontology for Health Care Professionals

The focus of this course is on the elderly population based on current and projected demographics. Assessment based on functional abilities and health needs of this population are exam-

OTR 303 **2 credits**
Gerontics

(University Campus Only)

This course complements and integrates with OTR 301 (theory), OTR 302 (activities), and OTR 350 (community practicum) by introducing the student to the demographics and heterogeneity of the growing elderly population. Health and wellness concepts and sensitivity to the aging issues the elderly face are stressed. Strategies to help the elders deal with losses, physical, social, emotional, and spiritual losses, and fulfill their valued occupational roles are explored. Third-year status.

OTR 310 **2 credits**
Kinesiology

(University Campus Only)

An in-depth analysis of human motion with an emphasis on biomechanics and total patterns of movement.

OTR 311 **6 credits**
Neurodevelopmental Conditions and OT Theory

(University Campus Only)

The student learns concepts of typical and atypical neurological growth and development from infancy through young adulthood. OT theory, approaches to treatment, and treatment planning are presented. Third-year status, OT's only.

OTR 312 **3 credits**
Developmental Evaluation and Interventions

(University Campus Only)

Presented are Occupational Therapy evaluations activities and documentation for the client with neurodevelopmental conditions. Third-year status, OT's only.

OTR 316 **3 credits**
Research Methods

(University Campus Only)

Integrates the basic statistical concepts necessary to read and understand research and applies statistical processes to health science related data bases. An overview of research designs will be presented and students will critique research in occupational therapy. Students will write to learn through writing modules

OTR 350 **1 credit**
Community Practicum I

(University Campus Only)

Provides an introduction to professional behavior, the changing role of occupation with the elderly, and the importance of activity in the maintenance of wellness. Experience is gained with observation, interviewing, initial assessment, activity analysis and planning, and beginning documentation. Reflection on field-based ex-

perience is elicited. Class presentations and discussions promote integration of theory and experience.

OTR 351 **2 credits**
Community Practicum II

(University Campus Only)

Continues to reinforce professional behavior and provides a structured field-based setting to emphasize the role of OT with neurodevelopmentally handicapped clients. Opportunities for reflection and integration of classroom and field-work information are offered while learning about values, laws, and practice pertaining to OT in the schools and with pre-schoolers. Documentation of progress is stressed.

OTR 352 **1 credit**
Seminar I: Introduction to Groups and Communication

(University Campus Only)

Students explore issues related to gender, race, class, culture, age, ability and sexual preference. Peer support, team building and conflict resolution skills are developed as a basis for effective communication with peers, clients and professionals of diverse backgrounds. Group processes introduced.

OTR 353 **1 credit**
Seminar II: Leadership

(University Campus Only)

Theories about groups and leadership and practice of group interaction skills are emphasized. Experiential activities will highlight group dynamics and be used to provide multiple experiences to improve effectiveness as a leader and to help with both the therapeutic use of self and the OT evaluation and treatment planning process. A challenge experience will also be provided.

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used in physical disabilities settings. The student will achieve entry-level competency in selecting areas to be assessed, conducting the evaluation and documenting the results of these assessments. Students will also achieve entry-level competency in treatment planning and intervention encompassing the biopsychosocial aspects of intervention and the grading of activities. Fourth-year status.

OTR 410 **3 credits**

Ethics

This course will survey some major ethical theories and consider their application to contemporary issues. Among the topics to be considered are the nature of the good life, the basis of moral obligation, the sources of moral values, and the nature of moral reasoning.

OTR 411 **3 credits**

Occupational Therapy: Mental Health

(University Campus Only)

This course explores what constitutes mental illness and reviews the current mental health system. Client-centered practice is emphasized as the role of occupational therapy with mental health clients is examined. Psychosocial frames of reference are applied and controversial issues in mental health practice are discussed. Fourth-year status, OTs only.

OTR 412 **2 credits**

Mental Health Evaluation and Interventions

(University Campus Only)

The evaluation process, treatment planning, implementation, and documentation in psychosocial occupational therapy are emphasized. Laboratory activities provide practical experience in the use of evaluation tools and treatment interventions. Fourth-year status, OT's only.

OTR 415 **2 credits**

Physical Dysfunction: Technology

(University Campus Only)

The student will be exposed to a range of assistive and tech-

of diversity in terms of what it means in a practical sense for an organization should address both inside and outside the organization. e.g., issues pertaining to policies and practices affecting an organization's employees and issues affecting an organization's relationship with customers or clients.

OLP 240 **3 credits**
Business and Society

(Westbrook College Campus only)

This course explores the interaction between the private enterprise system and the various elements of society: government, consumers, employees and the diverse constituencies of a multi cultural society and multi cultural world. Emphasis is given to the origin and evolution of the corporation, the legal environment in which it operates, the nature of its social responsibility and potential ethical and social conflicts faced by individuals within business organizations.

OLP 245 **3 credits**
Social Psychology in the Workplace

(Westbrook College Campus only)

This course covers social psychology as the scientific study of how people think about, influence and relate to one another within the organizational context. It is designed to help the student apply principles from social psychology to work settings, and to understand the critical nature of relationships in the employment setting.

OLP 250 **3 credits**
Communication Dynamics in Organizations

(Westbrook College Campus and Israel Campus only)

The course is designed to help students understand how the dynamics of communication affect organizational processes and outcomes. The course focuses on the improvement of work flow and business processes through communication systems and the interplay between data systems and the organization. Each student develops a case study of the communication dynamics in his or her organization.

OLP 315 **3 credits**
Organizational Behavior

(Westbrook College Campus only)

The course presents the theory, research, and practice that underlie the effective management of organizations, focusing on individuals within the organizational context. Topics covered include learning theory, perception, motivation, leadership, group dynamics, conflict, negotiations, decision-making models, communication, and innovation.

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

(Westbrook College Campus only)

This course focuses on groups in the workplace and the important role they play. It examines factors within an organization that affect group functioning; alternative methods to structure teams in the workplace; group processes, including how they influence performance and how to manage them for results; and, group development processes.

OLP 340 **3 credits**
Organizational Leadership

(Westbrook College Campus only)

The course examines how the decentralized forms of work organization require people at every level of an organization to assume leadership roles. Traditional and emerging theories of leadership are explored for their usefulness in developing effective leadership approaches in a variety of contexts. In addition to using prepared case studies of leaders, students develop case studies for analysis.

OLP 440 **3 credits**
Organizational Change

(Westbrook College Campus only)

The courses examines how in order to stay competitive, organizations are required to anticipate and effect change and continuous improvement. Students explore and analyze the process of change from several perspectives, including economic, social, technological and political changes affecting organizations and the specific processes organizations use to anticipate and respond to change.

OLP 450 **3 credits**
Organizational Planning and Decision-Making

(Westbrook College Campus only)

In this course, students analyze the traditional models of planning and decision-making utilized for meeting the competitive standards of the global economy. Students examine how organizations develop long-term strategic plans in a highly dynamic environment, including current approaches to market research. Students will also analyze organizations' experiences in decentralizing planning and decision-making.

OLP 495 **3 credits**
Leadership Practicum

(Westbrook College Campus only)

The Leadership Practicum is the culmination experience for students completing the Organizational Leadership curriculum. The Practicum provides students with an opportunity to apply their knowledge of leadership to the investigation of a significant problem in their organizations. Upon com-

pleting the project, developed in the form of a case study, each student gives a public presentation describing the study and its outcomes.

Philosophy

PHI 100A **3 credits**

Exploration: Exploring Philosophical Problems

Reading from both philosophical and literary sources will be used as a basis for class discussion of such questions as the nature of philosophical inquiry, the nature of reality, the definition of moral values, the problem of how it is possible to know and experience the world, and whether life has meaning.

PHI 100C **3 credits**

Exploration: Mind, Body and Death

After consideration of how and if one can investigate such issues, the course focuses upon several fundamental questions about human existence. Is there life after death? What is the mind? Is it my brain or something more spiritual in nature? Can a machine be conscious? Do animals have minds?

Physical Therapy

PTH 300 **1 credit**

Introduction to Physical Therapy

(University Campus Only)

This course is designed to assist the entering physical therapy student to develop a frame of reference for his/her chosen profession. The courses revolve around five themes: 1. the relationship of a health care professional with his/her professional organization, 2. written and verbal communication, 3. ethics and professional behavior, 4. clinical reasoning and decision making and 5. educational methodology.

PTH 301 **2 credits**

Normal Development

(University Campus Only)

In this advanced developmental course, the learner looks more deeply at human body systems, senses, movements and posture across the life span. Alternate theories of human development, and motor control & learning, including cultural differences, will be compared and contrasted, relevant to therapeutic approaches used by modern empirically based physical therapists. Change in tissues and structures will be followed from their embryological origins through senescent (old age). Lastly, the learner explores personal values related to age-related change & death, and comfort level with personal versus professional involvement with the related grieving of patients and their supportive circles of family, friends and professionals.

PTH 305 **7 credits**

Kinesiology

(University Campus Only)

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

PTH 310 **10 credits**

Problems of the Musculoskeletal System I

(University Campus Only)

Problems of the Musculoskeletal System I focuses on examination, evaluation and diagnosis of patients/clients with primary disorders of the Musculoskeletal System. The fundamental components of all physical therapy practice are introduced in this course, for example, the processes of history taking and documentation. Students also learn and practice specific tests and measures that are typically utilized in a musculoskeletal examination during various laboratory sessions. Patient case studies are utilized throughout the course to integrate the elements of examination, evaluation and di-

agnosis. The case studies provide multiple opportunities to review and apply the various components of the physical therapy examination. Moreover, they provide a mechanism for students to meaningfully engage in the processes of evaluation and reflective thought and discussion.

PTH 410 **10 credits**

Problems of the Musculoskeletal System II

(University Campus Only)

Problems of the Musculoskeletal System II builds upon PTH 310 Problems of the Musculoskeletal System I. The focus of this course is on physical therapy interventions, prognosis and outcomes of patients/clients with primary disorders of the Musculoskeletal System. The fundamental aspects of range of motion and stretching exercise, aerobic exercise, resistance exercise, physical modalities (i.e. therapeutic heat and cold, electrotherapeutic equipment), and manual therapy are introduced in this course. Students practice specific interventions typically used in physical therapy practice. Patient case studies are utilized throughout the course to integrate the content of PTH 310 (i.e. examination, evaluation and diagnosis) with this course. The case studies provide multiple opportunities to review and apply the various components of patient care management from the examination through the discharge of a patient/client with a primary disorder of the Musculoskeletal System.

PTH 419 **1 credit**

Clinical Education Seminar

(University Campus Only)

This course provides students with an introduction to the structure, objectives, and philosophy of clinical education. Primary topics discussed include generic abilities, collaborative learning, self-assessment, communication skills, performance instruments, and clinical site selection.

PTH 420 **4 credits**

Clinical Practicum I

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the managements of patients with musculoskeletal dysfunction.

PTH 435 **5 credits**

Problems of the Integumentary System

(University Campus Only)

methodology are used throughout the course to help the student develop the necessary competencies for physical therapy practice. The Guide to Physical Therapist Practice (1997) will provide the framework for the course. Primary topics related to examination include history, systems review, and tests and measures (including anthropometric characteristics; assistive and adaptive devices; integumentary integrity, gait, locomotion, and balance; orthotic, protective, and supportive devices; prosthetic requirements; and self-care and home management). Primary topics related to intervention include coordination, communication and documentation; patient/client related instruction; and direct interventions (including therapeutic exercise, functional training in self-care and home management, prescription, application, and fabrication of devices and equipment and wound management). Lecture, discussion, laboratory demonstration and practice, case discussions, reading and writing assignments, group project and simulations provide opportunities for learning. Prerequisites: 4th year students enrolled in the Program of Physical Therapy.

PTH 512 **6 credits**
Problems of the Cardiopulmonary System
(University Campus Only)

A systems approach to the study of relevant physiologic, pathologic, medical, and therapeutic concepts and procedures related to the practice of physical therapy for individuals with, or at risk for developing, impairments and functional limitations from pathology of the vascular, cardiac and respiratory systems. Classroom and laboratory activities organized around case studies help the student develop entry-level competencies for physical therapy practice. Primary topics related to physical therapy examination include history, systems review and tests and measures including aerobic capacity and endurance, anthropometric characteristics, and ventilation, respiration and circulation. Topics related to physical therapy interventions include coordination, communication and documentation, patient/client related instruction, and direct interventions including: aerobic conditioning, functional training in self-care and home management, and airway clearance techniques. Psychological, economic, social, cultural and vocational aspects of illness and disability are also discussed. Concepts are cumulative and based on mastery of previously learned knowledge and skills. Prerequisite: PTH 310 and PTH 410.

PTH 515 **3 credits**
Health Care Management
(University Campus Only)

Theories and application of management activities including personnel relations, budgeting, planning, organizing and operating a department in a variety of health care settings. Seminars, independent study and experimental learning activities are used throughout the course.

PTH 518 **7 credits**
Problems of the Neurosensory System I
(University Campus Only)

This course prepares students to practice as entry-level physical therapists when working with infants, children, and youth with neurologic dysfunction. Although the focus is on screening, examination, PT-diagnosis, treatment, and management of neurologic dysfunctions that begin during the pediatric part of the life span, the course will also look at the management of those primary dysfunctions' effect on other body systems, and aging. Field work, demonstrations, case histories, and laboratory practice are used with traditional learning methods to develop empirically-guided practical skills. Prerequisite: 5th year students enrolled in the Program of Physical Therapy.

PTH 519 **12 credits**
Problems of the Neurosensory System II
(University Campus Only)

Problems of the Neurosensory System II is designed to prepare students to practice as entry-level physical therapists when working with adults with neurologic dysfunction. Integrated classroom and laboratory experiences incorporating case study methodology are used throughout the study of the neurological system to help the student develop the necessary competencies for physical therapy practice. The disablement model (Nagi's classification, 1991) provides a foundation for the course and promotes an integrated understanding of pathophysiology, impairments, functional limitations, and disabilities. The Guide to Physical Therapist Practice (1997) will provide the framework for the course as modules are structured around pathology, examination, and intervention. Topics related to examination include history, systems review, and tests and measures (including arousal, attention, and cognition; assistive and adaptive devices; community and work reintegration; cranial nerve integrity; environmental, home, and work barriers; gait, locomotion, and balance; motor function; neuromotor development and sensory integration; orthotic, protective, and supportive devices; and self-care and home management). Topics related to intervention include coordination, communication and docu-

PTH 520 **4 credits**
Clinical Practicum II

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the managements of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction.

PTH 521 **4 credits**
Clinical Practicum III

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the managements of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction. Students may have the opportunity to develop advanced skills in an area of interest or to practice in a unique setting.

PTH 530 **2 credits**
Research Proposal

(University Campus Only)

In this course, physical therapy students learn about the process of clinical research by identifying a research question uesp4 udentsalt142 Tc 430159 The blemest issniqea om oppadva or ut the f (cestiry tosi
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methods of inquiry. Life stages covered are adolescence, adulthood, experience of later life, and the end of life. Topics include demographics, cross cultural data, identity, intimacy, parenting, occupation, aging, death and dying. Prerequisites: PSY 220, Second-year status.

PSY 285 **3 credits**

Research Methods

The underlying logic of primary methods of research in the social and behavioral sciences will be investigated. The development of research questions and their relationship to theory will be discussed. Students will identify and select appropriate methods for conducting research. The interpretation of research results will be reviewed in terms of their significance and meaning. Prerequisites: PSY 225, Second-year status.

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

Psychology Internship

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include mental health facilities, hospitals, homes for disadvantaged children, local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of clinical work and agency relations within a community setting. In the case of research internships, students participate in research projects developed by faculty members. Prerequisite: Third-year status or consent of instructor.

PSY 305, 405 **3 credits**

Special Topics Seminar

Also applies to SOC 305, 405

Special Topics Seminars are developed by a faculty who has interest in a select area that is not covered in depth in a regular course area. Students may also petition to have a special





point. Students acquire knowledge, skills and experience to analyze, manage and safely explore the underwater environment of our planet. They also complete internationally recognized P.A.D.I. open water certification.

SFM 202 **3 credits**
Fundamentals of Fitness: Theory and Application

tional assessment, metabolic calculations and exercise program development. ACSM standards are followed. Prerequisites: MAT 200, SFM 310, SFM 320.

GRADUATE PROGRAMS -- ADMINISTRATIVE SERVICES, POLICIES, and PROGRAM DESCRIPTIONS



Graduate Programs

General Administrative Services and Policies

Admissions

Veterans

The University of New England is approved for the training of veterans under all federal and state laws. The University encourages active and retired military, National Guard and reservists, as well as veterans to become matriculated students. For further information concerning veterans admissions and benefits, please contact the University Registrar.

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

Directed/Independent Studies

The College provides the opportunity for directed/independent studies with prior arrangement with the Program/School Director. Directed studies are designed to

Financial Information

Graduate Tuition and Fee Rates

Master of Social Work	\$375/credit hour
Master of Science Nurse Anesthesia Certificate Program	\$425/credit hour
Master of Science in Education	\$285/credit hour
Master of Science Physician Assistant	\$235/credit hour
General Services Fee	\$18,050
Technology Fee	\$230
	\$75

General Services Fee

This mandatory fee is billed to graduate students enrolled in 7 or more credits and provides the following services (M.S.Ed. students consult handbook for rate):

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

Technology Fee

A \$75 Technology Fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail (e-mail) accounts, and web mail administration. The e-mail accounts, which all matriculating UNE students receive as part of their Technology Fee, represent an official means of University communication. As such, students are responsible for information that is distributed to them via e-mail. This web-based e-mail account allows students to pick up their e-mail from any computer connected to the Internet.

Health Insurance

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

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

Please refer to the insurance brochure for additional information.

Laboratory Fees

Fees are charged to students who enroll in designated courses. The fee is listed in the official course schedule published at the time of registration.

Late Registration Fee

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

Parking Fee

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

Transcripts

A \$3 fee must accompany a written request for an official transcript. The Registrar will only release transcripts for students whose accounts are paid in full. For more information, see page 195.

Refund Schedules

Withdrawal from the University

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

MSNA/MSPA/MSW/GER

The following payment options are based on a September to May academic year. If your course work does not begin and end between those dates, these payment options are not available.

Late Payment Charge

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

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

Option I: Payment by Semester

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

Option II: Monthly Payment Plans

The UNE Installment Plan (IP) spreads the charges for a full year over ten months beginning July 1st. This program is administered on behalf of UNE by Academic Management Services (AMS) and Tuition Management Systems (TMS). These plans are designed to relieve the pressure of “lump sum” payments by spreading the cost over 10 months. There is an application fee. There are no interest charges. Further, a Life Insurance Benefit is included in the AMS plan but is optional on the TMS plan.

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

Application Deadline

Applicants are urged to apply by May 15. Applications made after the start of the program (June 1st)

must be accompanied by an initial payment sufficient to become current with the regular 10 month payment schedule. Applications for the 10 month plan will not be accepted after July 15th.

Option III: Loan Plans

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

Brochures describing both the monthly and loan programs are available by calling the University Student Accounts or Financial Aid Offices at (207) 283-0171 (University Campus) or (207) 797-7261 (Westbrook College Campus), or by writing University of New L it (become cur

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Financial Aid

University Scholarship

- * This scholarship is awarded to full time Social Work students demonstrating high financial need.
- * Award amounts vary.
- * There is no payback or service obligation associated with this award.
- * Only students whose applications are complete by May 1st are considered.

Professional Nurse Traineeship

- * This federal grant is awarded to all first year matriculated Nurse Anesthesia students regardless of financial need.
- * There is no payback or service obligation associated with this award.
- * Funding depends upon the receipt of a federal grant each year; award amounts depend upon the amount of the total federal grant, divided evenly between all first-year matriculated Nurse Anesthesia students.

Nurse Anesthetist Traineeship

- * This federal grant is awarded to second year matriculated Nurse Anesthesia students with the UNE clinical affiliation, regardless of financial need.
- * There is no payback or service obligation associated with this award.
- * Funding depends upon receipt of a federal grant each year; award amounts depend upon the amount of the total federal grant, divided evenly between all second-year matriculated Nurse Anesthesia students with the UNE clinical affiliation.

Agnes M. Lindsay Trust

Northern New England Physician Assistant Sponsorship Program

- * Donor-sponsored competitive University scholarship for Physician Assistant students. Applicants must come from a rural (under 20,000) community of Maine, New

- * The maximum award for all students combined is \$10,000. No student will receive more than \$3,000

National Health Service Corps Scholarship (Physician Assistant students only)

- * These are competitive scholarships that pay full tuition and required fees for the academic year, a single payment toward other allowable expenses and a monthly stipend.
- * For each year of scholarship support (2 year service minimum), recipients owe 1 year of full-time professional practice at mainly rural sites in high-priority health professions shortage area of the U.S. at facilities approved by the Public Health Service.
- * Awards are not based on financial need.
- * for students who intend to train and practice in primary care specialties. These scholarship awards are targeted
- * Application packets are available from NHSC in late December / early January; the deadline to apply is the last Friday in March.
- * Awards are usually announced in July.

Employment Programs

Federal Work Study Program

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

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

Other Part-Time Employment Opportunities

The Financial Aid Office maintains information on other part-time employment opportunities both on- and off-campus. Some departments at UNE hire students

directly without regard to work study eligibility. The Financial Aid Office also maintains a bulletin board of off-campus job opportunities.

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

Loan Programs

Student loan programs are in the form of long term, low interest student loans for 36 months.

Additional Outside Sources of Assistance

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

Alternative Loan Programs available to all graduate students:

- * CitiAssist Loan - available from Citibank
- * GradAchiever Loan - available from Key Education Resources
- * National Education Alternative Loan - available from National Education
- * Total Higher Education (T.H.E.) Loan - available from PNC Bank

Allied Health Alternative Loan Programs available to Physician Assistant and Nurse Anesthesia students:

- * MedCap Allied Health Loan - available from Norwest Bank
- * MedFunds Alternative Loan - available from MedFunds

The University also offers a 10-month payment plan option.

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

Student Affairs

Mission Statement

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

The Division of Student Affairs consists of a wide variety of student services on both campuses including: Athletics (Men and Women) and Recreation; Campus Center, Finley Center and respective fitness programs; Counseling and Career Center; Proctor Center; Housing and Residence Life, Office for Students with Disabilities; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as resource or liaison to other services including Religious Services information, Dining Services, and University Health Care.

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

Graduate students are strongly encouraged to be involved in the University Community. Students may choose from an array of opportunities to interact with other students, faculty and administrators. Involvement opportunities include volunteering, becoming a member of a University-wide or academic program committee, participating in student government, joining a student club or organization, or simply attending a program or lecture on campus. Numerous clubs and organizations are open to membership and graduate students are encouraged to pursue membership in any group that is of interest to them. A complete list of student organizations can be found on the Student Activities and Office of

Graduate and Medical Student Affairs websites. Students may also develop new student organizations. For more information, contact the Office of Graduate and Medical Student Affairs (extension 2329).

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

Graduate Student Orientation

Each of the academic programs offers a separate orientation session to assist incoming graduate students with their transition to the University. With a goal of preparing students for a successful career at UNE, the orientation programs focus on the academic experience, support services, and financial aid. This is a good time, but certainly not the only time, to have questions answered and concerns addressed. Another element of these programs is to introduce students to faculty, administrators, and other new students.

Campus Center - University Campus

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

Finley Center - Westbrook College Campus

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center and

campus, and substance abuse. Training for Peer Health Educators is offered through the Counseling Center.

Intramural Advisory Board

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

Club Sport Council

This organization consists of individuals from both campuses who participate in the Club Sports program. They act as the governing body to all the club sport teams offered here at UNE. The Council works directly with the Coordinator of Intramural/Recreational and Club Sports to offer an extensive club sport program.

Health Services

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

- * Family Practice
- * Physical Therapy
- * Internal Medicine
- * Orthopedics
- * Pediatrics



University of New England Libraries

The combined collections of the Jack S. Ketchum Library on the University campus and the Josephine S. Abplanalp '45 Library on the Westbrook College campus provide access to over 150,000 volumes and approximately 1300 current periodical titles. In addition, videos, compact discs, and audio cassettes are available. Over 50 Web-interface databases are accessible from the UNE Libraries Homepage.

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

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

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

The libraries support undergraduate and graduate programs in the allied health professions and the liberal arts and sciences. The Jack S. Ketchum Library also supports the curriculum of the College of Osteopathic Medicine, and has a special collection of Historical Osteopathic Literature. The Josephine S. Abplanalp '45 Library on the Westbrook College campus houses the Westbrook College History collection. The Maine Women Writers Collection is located in a special wing of the Josephine S. Abplanalp '45 Library. This collection consists of literary, cultural and social history sources representing more than 500 Maine women writers.

Information Technology Services

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

Information Technology Services (ITS) continuously monitors computer industry developments and the needs

must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a “withhold” status.

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

Response Time and End-of-Term Processing

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

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

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

Transcripts

The following are the policies and regulations concerning transcripts:

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

Graduate Programs

General Academic Regulations

Other academic regulations may apply within specific programs. See School/Program section for specific information.

Registration

All students will register on the specified days as stated in the University Calendar unless necessary adjustments are made to the calendar. Late registration requires permission of the University Registrar and payment of a late registration fee. On-campus students must confirm their registration (and attendance) at the beginning of each semester by picking up their final course schedule within identified time lines. Instructions regarding registration confirmation are mailed to each student. Students who do not confirm their registration within

the announced time limits are subject to a \$75 late confirmation fee.

Students who wish to change courses must first obtain an Add/Drop Form from the Registrar’s Office. Course changes are allowed during the first five days of class during fall/spring/summer semesters during a designated add/drop period only. Tuition may be adjusted dependent upon number of hours enrolled.

Repeat Course Policy

A student may repeat a course in order to improve his/her grade. However, only the second or last course will receive

credit on the student's transcripts, and only the second or last course will calculate into the cumulative GPA.

Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The "I" grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course. See individual graduate Program/School sections of this catalog for specific policy regarding incomplete course work.

Course Add/Drop or Withdrawal

Course changes (Add/Drops) are allowed during the first five days of classes; tuition may be adjusted dependent upon number of hours enrolled. After the first week of classes no refunds are made for course changes.

In normal length semesters, a matriculated student may withdraw from a course without academic penalty (a grade of "W" is assigned) at any time during the first two-thirds of the semester. If withdrawal occurs after that date, the grade of "WP" (withdrew passing) or "WF" (withdrew failing) will be entered, subject to determination by the instructor. The grade of "WF" is computed in the grade point average. Short-term programs or courses may be subject to specific policy regarding add/drop or withdrawal. Consult with the instructor and/or program director regarding such policy.

Leave of Absence Policy

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the Academic Dean, Program/School Director or designate and upon completion of the required "Request for Leave of Absence" form available from your respective Program/School Director, Student Affairs, Student Administrative Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the

student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. **Note:** It is the responsibility of the student to contact the office of the appropriate Academic Dean or Program/School Director (Graduate) or Registrar (Undergraduate) to indicate change of plans. See page 184 for refund schedule.

University Withdrawal

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

Grading System

The following grading system is presently in effect: A (outstanding work), B (excellent work), C (satisfactory work), D (passing but not satisfactory work), P (pass), F (failure), I (incomplete), W (withdrew without penalty). Both the School of Social Work and the Master of Science—Physician Assistant Program have pass/fail grading systems. Please refer to program sections for specific grading information. Grades given and their equivalents in quality points are:

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

Graduation Requirements

See School/Program section for graduation information.

- Enable teachers to complete academic work and degree studies in a time/place flexible manner utilizing video materials featuring nationally known teacher educators.

- Review video lectures, study guides and assignments.
- Receive information on developing a teaching portfolio and an action research project.

Transfer of Credit

A maximum of two 3-credit graduate level courses (grade B or better) may be transferred from an accredited institution and applied toward the 33 credit hour M.S.Ed. curriculum. An official transcript, course description and syllabus must be submitted, accompanied by a statement explaining why the course is equivalent to the M.S.Ed. course for which a waiver is requested. The following courses cannot be satisfied through transfer credit: Collaborative Action Research (EDU- 560, 566, 572) and Integrating Seminar (EDU-558). Transfer credit requests and approvals can be made only after the applicant has been admitted as a degree candidate. No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the M.S.Ed. curriculum is necessary to achieve the desired integration of theory and practice the program provides.

Past or present UNE individual video course registrants (High-Performing Teacher, Succeeding With Difficult Students and Motivating Today's Learner (grade B or better)) may apply to equivalent courses in the M.S.Ed. curriculum. Additional assignments and supplemental tuition of \$235 per course will be required.

Tuition & Fees

Application Fee (non-refundable)	\$40
General Services Fee (one-time, non-refundable)	\$55
Tuition per credit hour*	\$235
Materials Fee/per course	\$60

*Tuition is charged per course and is payable in full at the beginning of each semester along with the Course Textbook and Materials fee.

For more information regarding tuition and fees, please consult the M.S.Ed. Student Handbook.

Financial Aid

Several loan programs may be available to M.S.Ed. degree candidates who are enrolled on at least a half-time basis (i.e., 3 or more credits each semester). Information and assistance may be obtained by calling UNE's Financial Aid office at (207) 283-0171, ext. 2342.

Satisfactory Academic Progress

Students must maintain a minimum GPA of 3.0 ("B" or better). Failure to do so will result in Academic Probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on Academic Probation. This student must register and pass the failed course (grade of C or better)

Master of Science - Nurse Anesthesia

College of Health Professions

Spirito, Carl P. Program Director/Associate Professor
Ph.D., University of Connecticut; B.S., Central Connecticut State College.

Deisering, Leon F. Clinical Program Director/Associate Professor
M.S.N., Catholic University; CRNA, William Beaumont Army Medical Center.

Bauer, Lucy Assistant Clinical Program Director/Assistant Professor
M.S.N.A., University of New England; CRNA, Mercy Hospital School of Anesthesia.

Norton, James M. Professor
Ph.D., Dartmouth College; B.M.S., Dartmouth Medical School.

Winterson, Barbara J. Associate Professor
Ph.D., B.S., University of Maryland.

Johnson, David W. Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University; M.S., University of Massachusetts; B.S., University of Vermont.

Roux, Ella Clinical Assistant Professor
M.S.N.A., University of New England; CRNA, St. Mary's Regional Medical Center School of Anesthesia.

Begin, Norm Clinical Assistant Professor
M.S.N.A., University of New England; CRNA, Mercy Hospital School of Anesthesia.

Overview

The University has been involved in Nurse Anesthesia education since 1984, serving initially as an academic affiliate for hospital-based certificate CRNA programs. In 1987, we initiated the present program leading to a Master of Science - Nurse Anesthesia, and are now serving not only our own students, but also as the academic center for hospital-based Schools of Nurse Anesthesia. Under either arrangement, both the MS degree and the Certificate of Clinical Anesthesia Education can be earned simultaneously.

Anesthesia Program is to offer education and experience of the highest quality to a select group of graduate-level registered nurses in order to satisfy the growing societal need for competent anesthetists. Our educational mission is to prepare graduates for the life-long study and practice of anesthesia.

Mission Statement

A primary mission of the University of New England is to educate and train health and human services professionals. In this context, the purpose of the Nurse

CRNA

As one of the first nursing groups to specialize beyond general nursing, Certified Registered Nurse Anesthetists (CRNA) represent a long standing commitment to high standards in a demanding field. They provide one-on-one care to their patients before, during, and after the operation by delivering quality anesthesia services for surgical and obstetrical procedures combined with a personal concern for the health and welfare of the individual.

An estimated 20 million anesthetics are given in the United States each year, and CRNAs administer more than half of them in a variety of procedures, including obstetric, pediatric, neurosurgical and cardiovascular. Once a student has completed his/her educational work, they are eligible to take a National Certification Examination. The examination is administered in testing centers located throughout the country. Successful completion allows graduates to become a Certified Registered Nurse Anesthetist (CRNA). Nurse anesthesia is the only anesthesia care profession which has traditionally advocated specialty certification as a requirement for practice.

CRNAs may practice in a number of settings in addition to the operating room. They may work in psychiatric wards, emergency rooms, or intensive care areas. Nurse Anesthetists may also be employed by dentists, dental specialists, podiatrists, plastic surgeons, and by the increasing common ambulatory surgical centers, health maintenance organizations (HMOs), preferred provider organizations (PPOs), and other alternative care facilities.

In urban areas, CRNAs constitute approximately half of the professionals qualified to administer anesthesia: in rural settings, this percentage increases. Currently, 47% of all CRNAs are employed by hospitals, and 38% by physicians, while 12% contract their services independently, all working in a variety of practice settings. Still others serve in the U.S. Military and Veterans Administration system. CRNAs are legally licensed as registered nurses in all 50 states and certified nationally in the specialty of anesthesia.

The rewards of being a nurse anesthetist are many. There is the opportunity to get involved in research that advances the science of anesthesia, the chance to broaden clinical knowledge, and the potential to teach

others about anesthesia. CRNAs also receive a great deal of satisfaction with the knowledge that they have made a direct hands-on contribution to their patients' well-being. Finally, the nurse anesthetist practices in one of the highest paid nursing specialties.

AANA

The American Association of Nurse Anesthetists (AANA) was founded in 1931. Today, AANA represents more than 25,000 CRNAs nationwide and is one of the nation's most dynamic health care professional organizations. In addition to offering educational workshops at its many conventions and regional meetings, AANA represents the interests of CRNAs in Congress. A bill was signed into law in 1986 making nurse anesthetists the first nursing specialty to be accorded direct reimbursement rights under Medicare's prospective payment system. AANA's effectiveness as an organization is evident in the fact that more than 96% of nurse anesthetists in America today belong to the AANA.

Nurse Anesthesia MS Program

Under the integrated MS-Nurse Anesthesia Program, the University awards the Master of Science-Nurse Anesthesia Degree to students who satisfactorily complete a 50 credit schedule of classes offered over a 27 month period.

Our integrated curriculum incorporates both classroom and clinical components. The on-campus didactic portion consists of graduate courses taught by the UNE Graduate Science Faculty and by clinical faculty from our affiliated hospitals. This segment is offered primarily during three full-time quarters (Summer, Fall, Spring); a total of 9 months of study. After the completion of this phase, the students move on to the 18 month hospital-based clinical portion of the curriculum. In addition to clinical anesthesia training, this phase also includes continuing lecture, seminar, and independent research courses taught by University and hospital faculty. Successful completion of the program qualifies the student to take the National Certifying Examination.

Hospital-Collaboration Program

In addition to our own integrated MS-Nurse Anesthesia Program, the University also serves as the aca-

demical center for two Hospital-Based Schools of Anesthesia. Under this arrangement, the University provides only the academic component, and awards the academic MS-Nurse Anesthesia Degree, while the hospital schools provide the clinical training leading to the Certificate of Clinical Anesthesia Education, which they award independently. Applications for these programs are available from individual hospitals, including:

St. Joseph Hospital - School of Anesthesia for Nurses
200 High Service Rd., North Providence, RI 02904

Harlem Hospital Center - School of Anesthesia
506 Lenox Avenue, New York, NY 10037

- Results of a recent GRE Exam,
- A minimum of one year of acute care nursing work experience before application,
- Successful completion of an undergraduate organic chemistry course during the last five years.
- A recent undergraduate statistics course is suggested,
- Current Advanced Cardiac Life Support (ACLS) Certification,
- For the MS-Completion Program, CRNA certification is also required.

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Accreditation

The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Council on Accreditation of Nurse Anesthesia Educational Programs granted full, six-year accreditation to the University of New England's MS-Nurse Anesthesia Program in October 1996.

Continuing Education

Many of our regular courses are available individually to practicing CRNAs on a continuing education basis, and other special programs are planned. The School of Nurse Anesthesia expects to become a life-long academic center for all CRNAs in the Northeast.

Admissions Information

For the MS-Nurse Anesthesia Program, applications may be obtained from the Admissions Office. For the Hospital-Collaboration MS Program, applications must be obtained from an individual hospital-based school, and students are then admitted simultaneously to UNE and a specific Hospital Program. The application deadline is January 1. Basic admission requirements for all programs are:

- A Bachelors of Science in Nursing or other appropriate field,
- A current Registered Nurse License,
- A minimum GPA of 3.0 in science and professional courses,

Grading system

The following grading system is in effect.

A	4.00
A-	3.75
B+	3.50
B	3.00
B-	2.75

Curriculum: MS-Nurse Anesthesia Program

First Year - Classes on campus (9 months)

Term 1 - Summer (June - August)		Hours	Credits	Description
ANE-502	Physiology I	45	3	Basic Principles
ANE-507	Chemistry/Physics	45	3	Chemistry/Physics for Anes.
ANE-608	Integrating Seminar I	15	1	Integrating/Transition to student life
Total		105	7	
Term 2 - Fall (September - December)				
ANE-605	Physiology II	60	4	Cardiology, Respiratory, Renal
ANE-504	Pharmacology I	45	3	Principles
ANE-601	Professional Aspects I	30	2	Professional Aspects of Nur Anesthesia
ANE-505	Anatomy Review	15	1	Review of Anatomy
ANE-622	Principles of Instruction	15	1	Teaching Principles
ANE-621	Health Management	30	2	Health Management Issues
Total		195	13	
Term 3 - Spring (January - April)				
ANE-603	Physiology III	45	3	Endocrine, Neuroscience
ANE-606	Pharmacology II	45	3	Systems, Anesthetics
ANE-602	Anes. Principles I	45	3	Principles of Anesthesia
ANE-609	Research Seminar	15	1	Reviewing Research Articles
ANE-508	Research Methods	45	3	Design, Methods, Analysis
Total		195	13	

Second Year: Clinical Rotations Begin for 18 months

Term 1 - Summer/Fall (May - December)				
ANE-623	Anes. Principles II	45	3	Principles of Anesthesia
ANE-613	Research Practicum I	45	3	Research Project
Total		90	6	
Term 2 - Spring (January - June)				
ANE-624	Anes. Principles III	45	3	Principles of Anesthesia
ANE-626	Professional Aspects II	30	2	Professional Aspects of NA
Total		75	5	

Third Year

Term 1 - Summer/Fall (July - September)				
ANE-625	Anes. Principles IV	60	4	Principles of Anesthesia
ANE-620	Clinical Review	30	2	Clinical Didactic Review
Total		90	6	
Program Totals		750	50	

Masters Completion Program - Course Locations and Schedules

On Campus

Another important purpose of our program is to provide a path for currently practicing Baccalaureate-Level CRNAs to complete their academic MS Degree. We do this by offering a course of study to practicing professionals. This allows current CRNAs to complete an MS Degree, on either a full-time or part-time schedule. Each student under this program is advised on an individual program of study, matched to their background and goals.

Distance-Learning

Courses are also delivered via a distance-learning program which includes directed study and a research component under the supervision of UNE faculty. This will be offered in a combination of on-campus lectures and meetings, and independent study courses for individuals and small groups working on research or teaching projects. In order to support this alternative program, we offer several optional modes of communication, between and among both students and faculty:

1. Local in-person access to clinical faculty advisor/instructor,
2. Microcomputer-based Internet access to all students and faculty,
3. Periodic Saturday on-campus meetings for classes and advising.

Curriculum: MS-Completion Program for Practicing CRNAs

Transfer Credits: (awarded for previous CRNA Program and work experience)

Number	Course/Title	Credits	Hours	Description
ANE-507	Chemistry/Physics	3	45	Chem/Phys for Anesthesia
ANE-602	Anes.Principles I	3	45	Principles of Anesthesia
ANE-623	Anes. Principles II	3	45	Principles of Anesthesia
ANE-624	Anes. Principles III	3	45	Principles of Anesthesia
ANE-625	Anes. Principles IV	4	60	Principles of Anesthesia
ANE-620	Clinical Review	2	30	Clinical Didactic Review
ANE-608-609	Seminars I & II	2	30	
Total Transfer Credits:		20	300	

Master of Science - Physician Assistant
College of Health Professions

Toney, Carl M.

Program Director/Assistant Clinical Professor

ited Educational Program for the Physician Assistant.

from the college catalog and syllabi for any courses

Curriculum

Phase I of the Program of Study consists of 54 credit

Course Descriptions

Master of Social Work

College of Health Professions

Thompson, Joanne Director, School of Social Work/Professor
Ph.D., Rutgers University; M.S.W., University of Arkansas; B.A., LaGrange College.

Arnsberger, Pamela Associate Professor
Ph.D., M.S.W., University of California Berkley; A.B., University of California Santa Cruz.

Ayer, Nancy Clinical Assistant Professor
M.S.W., West Virginia; B.A., University of Southern Maine.

Cohen, Marcia B. Associate Professor
Ph.D., Brandeis University; M.S.W., Columbia University; B.A., Clark University.

Cummings, Robert E. Associate Professor
Ph.D., Brandeis University; M.S.W., Boston College; B.A., Northeastern University.

DeLois, Kathryn A. Assistant Professor
Ph.D., University of Washington; M.S.W., Boston College; B.A., Bowdoin College.

Dietz, Christine A. Assistant Professor
Ph.D., SUNY at Buffalo; M.S.W., University of Iowa; B.S., Iowa State University.

Gray, Elizabeth A. Clinical Assistant Professor
M.S.W., University of Connecticut; B.A., Salve Regina College.

Graybeal, Clay T. Associate Professor
Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University.

Laurie, Theresa A. Assistant Professor
Ph.D., M.L.S.P., M.S.S., Bryn Mawr College; A.B., Bowdoin College.

Moore, Vernon L. Associate Professor
Ed.D., Vanderbilt University; M.S.W., University of Louisville; B.A., University of Oklahoma.

Prichard, David C. Associate Professor
Ph.D., Virginia Commonwealth University; M.A., University of Maine; B.A., University of Maine.

Rose, Stephen M. Professor
Ph.D., Brandeis University; M.S.S.A. (M.S.W.), Case Western Reserve University; B.A., Brandeis University.

Rubinstein, Phyl Clinical Assistant Professor
M.S.W., University of Georgia; B.A., University of Montana.

Overview

The School of Social Work prepares people for advanced professional practice and is accredited to offer the Master of Social Work (MSW) degree by the Council on Social Work Education. MSW graduates learn to understand the potential for individual and collective

human development when people live with dignity and social justice; to identify people's strengths across diverse populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development and

Full-time and Part-time Options

Students may undertake their graduate education in the School of Social Work on a full-time or part-time basis. Full-time students can complete the program in four semesters (two academic years or extended years, with 1-2 summer sessions) while part-time students have up to four academic years to successfully complete their studies. The School also offers a number of classes during the May-June summer session to permit students opportunities for distributing their requirements more evenly over the calendar year. In addition, the School of Social Work may offer Advanced Standing status to qualified graduates of accredited BSW programs (See Advanced Standing).

All students are required to complete sixty (60) credit hours of graduate study divided between classroom and field work education. Field placements, or internships, consist of four semesters of supervised practice in approved social work settings; each semester includes 300 hours of practice experience.

Each semester, the School offers two of its graduate foundation courses to non-matriculating students. If non-matriculating students in our courses are later accepted into the School, these courses are transferred and the requirements for them waived (assuming passing grades). Applications for non-matriculated classes are due by August.

Admissions Information

The admissions process is intended to identify and select the most highly qualified applicants to the School of Social Work. An Admissions Committee oversees admissions policies and the selection process. A complete admissions application contains the following materials:

1. a transcript indicating completion of an undergraduate degree from an accredited college or university;
2. indication that the applicant has taken a distribution of liberal arts courses and a course in Human Biology;
3. three letters of reference;
4. a personal statement which expresses the applicant's reasons for pursuing a graduate social work degree at this point in his or her life; assesses the applicant's prior formal and informal learning and social work-related experiences; and discusses the applicant's perception of the School's Mission Statement and its applicability to professional social work.

Evidence of relevant employment, volunteer, and/or client experiences in service systems or social programs and different learning experiences beyond formal education are considered in the admissions evaluation process. All complete applications are reviewed by faculty in the School of Social Work. No academic credit can be awarded for life or work experience.

Applicants whose formal academic or work/volunteer experiences are felt to be misrepresentations of their qualifications for admission are encouraged to address these issues in their personal statement and to ask their reference writers to do the same. For this reason, no specific GPA or standardized test score is required.

Application Deadlines

All applicants are urged to apply to the graduate School of Social Work by December 1st. The application deadline is January 15 of each year. Applications are considered for entry into the program in the fall semester only.

Application Procedures

Application materials may be obtained from the School of Social Work, University of New England, Hills Beach Road, Biddeford, Maine, 04005-9599 or by calling 1-207-283-0171 - X2563 or the Admissions Office at X2212). TDY 1-207-382-0167.

It is the applicant's responsibility to complete the application files which must include all of the following items:

1. School of Social Work application form,
2. Personal Statement,
3. Official Transcripts of all undergraduate and graduate study. These transcripts must be mailed directly from the issuing institution to the Admissions Office. Student copies are not acceptable.
4. Three letters of reference. (Note: pursuant to the Family

can be held responsible for the accuracy of the information provided in the application files.

It is the applicant's responsibility to complete the application files.

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Graduate Section

cally assessed. Theories of practice undergird skill development at every level.

SSW 520 & 522

3.5 credits each

- SSW 590** **Social Work Practice with Children & Adolescents**
- SSW 596** **Social Work Practice with Sexual Minorities**
- SSW 597** **Advanced Psychosocial Assessment**
- SSW 698** **Social Work Practice with the Elderly**
- SSW 601** **Independent Study**
- SSW 604** **Comparative Clinical Theories**
- SSW 605** **Advanced Organizational & Community Assessment**
- SSW 608** **Grant Writing**
- SSW 610** **Social Work Practice in the Political Arena**
- SSW 611** **Domestic Violence: Working with Battered Women**
- SSW 612** **Field of Practice Courses: School Social Work; Mental Health; Health**
- SSW 613SS** **Fica [umg2(F124sm8sesesesE1 [(294oE-y)-44.3(o)-44.4(mS)-339 125SSW 605)T447.2 0 TD 0.0556e.02sn02s a**

School Leadership Certification Program
Department of Education - College of Arts and Sciences
A Post-graduate Program for Experienced Educators

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

Program/Course Work Expectations

Although Maine's Department of Education will determine courses or knowledge areas necessary for certification, a determination for each applicant will be made by UNE regarding courses or seminars needed to prior to sponsorship of a practicum. Individuals who are seeking admission to the SLP, and who have met all other requirements for state certification except for the practicum, may be required to take *EDU 585 - Seminar in Administration: Educational Leadership*. A "pS 0 0 0 ceBtudees "JTJ T-2.5236 01.2 TD -0.01785te certife.223

Courses/Seminars - School Administration

EDU 502 **3 credits** **School Law**

This course acquaints school administrators, teachers, and school committee members with laws directly affecting public education in Maine as well as the United States. Students will examine the history, development, structure and function of the legal aspects of the American School System. The body of law to be studied is primarily concerned with case studies which draw their solutions from federal and state constitutions and statutes, with particular reference to Maine. Attention will be given to such topics as the legal status of the school committee, contracted rights and obligations of the teacher, issues of diversity and cultural differences, discriminatory and non-discriminatory hiring practices, civil or tort liabilities, school attendance laws and the suspension and expulsion of students.

EDU 509 **3 credits** **School Finance**

This course will provide participants with the historical background and development of the present Maine School Finance Act. A detailed examination of the intent and underlying concepts and relationship of the Act will be provided. The process by which state subsidy is computed, allocated, and distributed to local school systems will be examined. Local budget and expenditure practices will be reviewed in relation to the School Finance Act. Emphasis will be on helping participants to develop a clear, conceptual understanding of the process by which state aid is provided to Maine school systems. This course is appropriate for school administrators, school board members, and other educational personnel.

EDU 533 **3 credits** **Curriculum Development**

A comprehensive, practical course designed for teachers and school administrators who wish to be knowledgeable, creative, and effective curriculum planners. Participants will examine various model of curriculum design and will develop a plan for curriculum change or innovation in their schools or school district. Special emphasis will be on the Maine Learning Results and their relationship to student learning and curriculum outcomes.

EDU 540 **3 credits** **Evaluation and Supervision of School Personnel**

This course provides an overview of supervisory practices in public schools, with particular emphasis on the evaluation and supervision of instructional personnel. Drawing upon the literature and research in effective schools, effective teaching, teacher and adult development, and supervisory practice, participants will develop skills in evaluation of school personnel.

EDU 584 **3 credits** **Special Education Law and Regulations**

Laws and regulations related to special education (IDEA) and Section 504 will be discussed in the context of develop-

ing and administering programs for students with disabilities. Case studies will be presented as a means of helping participants to applying these regulations in school settings.

EDU 585 **2 credits** **Seminar in Administration: Educational Leadership**

Participants in this seminar will explore the role of school leaders within the context of a school, department, or school district. Readings, participation in a study group and shadowing a practicing school administrator are expectations.

EDU 586 **2 credits** **Seminar in Administration: Organizational Theory and Planning**

This seminar will provide participants with the opportunity to examine the fundamentals of school administration within the context of the school or school district. In addition to readings, discussion, and participation in a study group, students will complete an organizational plan in cooperation with an administrative mentor.

EDU 587 **2 or 3 credits** **Seminar in Administration: Staff Development**

Individuals enrolled in this seminar will examine the fundamentals of effective staff development and improvement as related to school leadership. Participation in a study group and an independent staff development project are expectations.

EDU 588 **2 credits** **Seminar in Administration: Effective Instruction**

Participants enrolled in this seminar will examine current strategies in instruction and various models of teaching. Through readings, discussion, and the development of an individual instructional improvement project, students will be able to articulate appropriate teaching and learning approaches to parents, colleagues, and the community. Participants will work in a study group, which will meet regularly.

EDU 589 **2 credits** **Seminar in Administration: School and Community Relations**

Participants learn the dynamics of community support in public education as a means of enhancing learning for students. Through a school-community survey, readings, and discussion, participants will develop a community relations strategy for their school or school district.

EDU 590 **3 credits** **Practicum in School Administration**

A fifteen-week supervised practicum in which participants complete a needs assessment and work with an administrative mentor (superintendent, principal, special education director). Participants also participate in a study group, which meets periodically throughout the practicum experience.

No more than six (6) credit hours for such learning will be granted, and will not be considered to be in addition to, but instead of, the maximum of six (6) credit hours for transfer credit. Under no circumstances will requests for credit for experiential learning be considered for students already enrolled in the Certificate Programs; such requests must be made during the application process.

Tuition and Fees

Tuition (per credit hour)	\$285
Application fee	\$ 40

Grading

Course grades are determined by the student's performance in that course and expressed on a graded scale. Other details of the grading process, as well as general rules and regulations are detailed in the UNE Student Handbook.

Drop Course(s)

If you wish to drop a course you may do so by contacting the Student Administrative Services (SAS) Center **in writing**, on the Westbrook College campus. You will receive a full refund of your tuition if you officially drop a course prior to the second class. There will be no refunds after the second class.

Academic Withdrawal from a Course - Addictions Certificate Program (ACP)

You may withdraw from a course up until 4:00 p.m. on the Wednesday prior to the third weekend of that

course (2/3 of the course). When you withdraw from a course, you will receive a grade of "W" and there will be no refund of your tuition. To officially withdraw from the course, you must notify the SAS Center (Westbrook College campus) in writing. It is not the responsibility of the Program Director or the instructor to do this for you. For more information see page 196.

Academic Withdrawal from a Course - Gerontology Certificate Program (GCP)

See page 196 for information on course withdrawal.

Leave of Absence

If you are enrolled in the ACP program and elect to extend the course work throughout the entire academic year, a Leave of Absence is not necessary.

See page 196 for leave of absence procedures; page 184 for tuition/credit schedule (GCP only).

Withdrawal from the Certificate Programs (matriculated students only)

See page 196 for withdrawal procedures; page 184 for refund schedule (GCP only). See Drop Course section above for refund policy for Addictions Certificate Program.

Addictions Certificate Program

Faculty

Courses are taught by faculty with expertise in addictions and by licensed practitioners from area agencies, organizations, and private practice. These professionals share their expertise, recent developments in addictions theory, and clinical methods.

Mary Maescher, M.S.W.
Dave Johnson, Ph.D.
Dave Mokler, Ph.D.
Joyce Thompson, M.Ed.
Nancy Abel, M.S.W., L.C.S.W., A.C.S.W.
Victoria Zavasnik, Ph.D.

Overview

The University of New England's post-baccalaureate Addictions Certificate Program (ACP) is offered in practice.

Track II

Addictions Counseling Certificate

The second track, an extension of the Addictions certificate, is an additional 9 credits and leads to the Certificate of Graduate Study in Addictions Counseling. It builds on the foundation developed in Track I and incorporates a clinical component into the curriculum. Track II is aimed at current health care professionals seeking to expand their clinical practice as well as individuals seeking to develop careers focused in the addictions counseling. Students develop their clinical practice skills through case conferences, case discussions, and role-playing. Both descriptive and prescriptive theories, diagnostic classification systems, and agency treatment models are examined from a critical perspective. Students are provided with on-going opportunities to process material they have been taught and to critically reflect on their practice.

The Track II curriculum, plus an additional two credit independent study, also meets academic requirements for licensure as Alcohol and Drug Counselors (LADC) in the State of Maine. Students completing the 18 credits in Addictions Counseling also meet academic requirements of the International Certification Reciprocity Consortium (ICRC), of which Maine is a member. ICRC is a reciprocal license recognized in all states and countries that are members.

Program Objectives/Outcomes

1. To prepare students to practice in the field of addictions to carry out professional roles and responsibilities consistent with the values and ethics of addictions-based practice.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape the addictions field, policies and programs, and their impact on different client systems.
3. To provide students with the knowledge and skills in addictions assessment and treatment to identify and build upon the strengths of client systems at multiple levels.
4. To provide students with the knowledge and skills in addictions necessary to produce effective interventions

with people from diverse backgrounds, experiencing different kinds of addictions-related problems, across different settings.

5. To help students develop and implement professional addictions practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
6. To help students use critical self-reflection and research to enhance professional addictions-based practice.

Admissions Requirements

Track I & Track II

Since the Addictions Counseling Certificate is offered at the post-baccalaureate level, the program requires its applicants to hold a bachelors degree from an accredited institution. Pre-baccalaureate candidates with relevant life experience may be considered for admission. The admissions process is intended to identify and select the most highly qualified applicants for the Program. An interview may be requested. A complete admissions application contains the following materials:

1. Transcript(s) indicating completion of degree(s), both undergraduate AND graduate, if applicable, from accredited college(s) or university(ies); and,
2. two letters of reference for non-baccalaureate candidates only; and,
3. a personal statement which expresses how the applicant's interest in addictions developed. Points of discussion may include illustrations from educational, professional, and/or personal experiences; personal strengths and limitations in relation to the applicant's development; and the applicant's expectations of self and of the University in creating a positive, effective learning environment.

Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a

ACP 530 **3 credits****Addictions:****Impact, Intervention, Treatment, & Recovery**

The sociocultural impact of drug abuse in the U.S. is examined. Interventions and levels of treatment, environmental influences of substance abuse, and gender differences in treatment and recovery are discussed. Expectations for addictions recovery are explored.

ACP 540 **3 credits****Individual Counseling**

The relationship between assessment and intervention with individuals is explored. Assessment, motivational interviewing, and treatment planning are discussed within the context of a continuum of treatment approaches. Therapeutic techniques for changing addictive behavior are examined, as well as relapse prevention models and strategies.

ACP 550 **3 credits****Group Counseling and Family Dynamics**

Group treatment for addictions with a focus on group facilitation skills, techniques, and process. Addiction and family dynamics are examined, with an emphasis on family systems theory and treatment models. Various theories are presented as models for understanding the process clients experience in group and family treatment.

ACP 560 **3 credits****Counseling Ethics and the 12 Core Functions**

The development of a professional ethical attitude and identity are discussed. Licensure, legal responsibilities and liabilities is presented. Students are prepared to organize their knowledge for licensing exams, with a focus on the LADC oral examination and expectations.

ACP 570 **2 credits****Independent Study (optional)**

Gerontology Certificate Program

Faculty

Deborah Podolin, Ph.D.
Marilyn Gugliucci, M.S.
Amy Kurtz, Esq.

In addition, specific courses are taught by other University faculty and medical and legal professionals in the community with expertise in gerontology.

Overview

The University of New England's post-baccalaureate Gerontology Certificate Program (GCP) is designed for individuals who wish to attain an academic credential in the area of gerontology. Successful completion of the 18 hour GCP will result in a Certificate of Graduate Study (CGS). Courses are designed for practicing professionals seeking to maintain currency in their fields, and for non-professionals wanting to explore the field of gerontology and the issues of aging.

The curriculum is consistent with the guidelines presented by the Association of Gerontology Higher Education (AGHE). The program integrates knowledge and skills from multiple health related disciplines. Courses are designed to assist students in critically analyzing the field of gerontology and aging through the disciplines of biology, sociology, psychology, and the study of health law, social policy, health promotion, disease prevention, and spirituality.

The Program is based on two underlying assumptions: healthy aging is achievable and people are experts of their own lives. The GCP Program is a partnership of students, faculty, and older adults sharing knowledge and experiences about aging and the aging process from multiple perspectives. The program approaches the field of gerontology through reflection, critical analysis, research, and applied learning. This approach allows all participants to develop new knowledge about the aging process. This knowledge can be used effectively for self and others.

The focus of the Gerontology Certificate Program's (GCP) is service. Students who complete the program have the ability to apply their knowledge in the design, implementation, provision, and evaluation of services for older people.

Senior Consultants

Unique to this program is the development and utilization of a team of "senior" consultants who assist with course content and curriculum development. A group of older people meet on a regular basis to share their wisdom and experience about aging and help incorporate this information into the curriculum. The goal is to ensure that this Certificate Program accurately addresses the older adult's experiences and views, and expands students' learning beyond "book" knowledge into the world of older adults.

Program Objectives/Outcomes

1. To prepare students to practice in the field of gerontology - to carry out professional roles and responsibilities consistent with the values and ethics of specific professions as they relate to work with the elderly.
2. To provide students with an overview of historical and theoretical perspectives of aging, including a critical analysis of popular theories on aging and their application to practice with the aging population.
3. To help students develop an understanding of health and public policy as it relates to aging, including legislative processes, insurance, financial concerns, protective services, and legal issues affecting the elderly.
4. To prepare students to understand the psychological, social, cultural, and spiritual dimensions from the elder perspective.
5. To provide students with knowledge of the physiological and biological development of people as they age, social and emotional processes, and a critique of normative aging as it relates to the elderly.
6. To help students develop and implement professional gerontology practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
7. To help students use critical self-reflection and research to enhance professional gerontology-based practice.

Admissions Requirements

The Gerontology Certificate Program is offered at the post-baccalaureate level and awards the Certificate of Graduate Study upon successful completion of the 18 credit hour curriculum. Students are required to hold a bachelor's degree from an accredited institution. Candidates with exceptional life experience may be considered for admission.

The admissions process is intended to identify and select the most highly qualified applicants for the Program. An interview may be requested. A complete admissions application contains the following materials:

1. Transcript(s) indicating completion of degree(s), both undergraduate AND graduate, if applicable, from accredited college(s) or university(ies); and,
2. two letters of reference for non-baccalaureate candidates only; and

Course Schedule

Classes meet on Wednesdays during the fall and spring semesters. Summer sessions are generally offered in a condensed format.

Fall Semester

**History and Theory of Gerontology
Health and Social Policy of Aging**

Spring Semester

**Aging in a New Age: Elder Experiences
Biology and Functional Aspects of Aging**

Summer Session

**Research Seminar
Summer Intensive Seminar**

Course Descriptions

GER 505 **3 credits**
Aging in a New Age: Elder Experiences

This course offers a critical analysis of the psychological, social, cultural, and spiritual dimensions of aging from the elder perspective. Personal narratives, memoirs, journals, autobiographies, and films are used to enhance students' insight and understanding of aging, through the study of the daily lives of older people, and the challenges older people face.

GER 510 **3 credits**
Biology and Functional Aspects of Aging

This course offers an investigation of the physiological and biological development of people as they age. The common disease processes associated with aging, their social and emotional ramifications, and normative aging are critically examined.

GER 515 **3 credits**
Research Seminar

Students are offered the choice of doing independent reading, research, or practice-based work in the field of gerontology. Students design their study plan with faculty assistance. The Seminar must be approved by the Director of Certificate Programs or designate and the seminar instructor.

GER 520 **3 credits**

Summer Intensive Seminar

This intensive seminar is offered in a week-long format. The course utilizes an interdisciplinary perspective to critically analyze various current and future concerns and trends related to the fields of gerontology and geriatrics.

GER 525 **3 credits**

History and Theory of Gerontology

This course offers an analytical evaluation of the field of gerontology. Concentration is on the historical and theoretical perspectives of aging. Popular theories on aging are researched and critically analyzed to assess their application to the older population of today.

GER 530 **3 credits**

Health Policy and Social Policy of Aging

This course focuses on public policy, legislative processes, insurance, financial planning, retirement income, protective services, and legal issues that affect older people. Students examine how to include older adults and family members of choice in the processes that affect the quality of life of older people.

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Student Physician
Kennebunk, Maine

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Langevin, John Ph.D., Columbia Pacific University; M.A., Azusa Pacific University; B.A./B.S.W., California State University.	Director, Counseling & Career Center
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Williams, Shirley M.A. West Virginia University; B.A. Glenville State College.	Director, Residence Life/Assistant Dean, Student Affairs

College of Arts and Sciences Administration

Carter, Jacque

Interim Dean, College of Arts and Sciences

Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.

St. Ours, Paulette

Associate Dean, College of Arts and Sciences

M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A., Saint Josephs College-Mathematics.

College of Arts and Sciences Adjunct Faculty

Bacheller, Dorathy M.Ed.-State University College Oneonta; M.A.-University of New Hampshire; B.A.-Hartwick College.	Department of Education
Baillargeon, Cathy M.S.-University of Southern Maine-Exceptionality/Gifted and Talented Education; B.S.-Plymouth State College-Elementary Education.	Department of Education
Baker, Harlan M.A.-University of Maine-Theater; B.S.-Emerson College-Speech.	Department of Humanities
Beaulieu, Jean M.S.Ed.-University of New Hampshire-Reading; B.S.Ed.-University of Southern Maine-English.	Department of Education
Benson, Patricia M.F.A.-Florida State University; B.F.A.-Michigan State University.	Department of Humanities
Beseda, David M.A.-Smith College-Social Work; B.A.-University of Houston-Sociology.	Department of Social and Behavioral Sciences
Black, Glenn B.S.-State University of New York-Biology.	Department of Learning Assistance & Individual Learning
Brown, Susan B.F.A.-University of Arizona-Theatre production & design specializing in theatre of the deaf.	Department of Occupational Therapy
Bryce, Megan B.S.-University of New England-Marine Biology and Environmental Science.	Department of Life Sciences
Christman, Gwendolyn B.S.-University of Southern Maine; Teacher Certificate Program-University of New England.	Department of Education
Conlon, Eileen Ph.D.-University of Massachusetts-Education, Organizational Development; M.A.-Michigan State University-	Department of Organizational Leadership

College of Arts and Sciences, Adjunct Faculty, Continued--

- Feurt-Baumann, Christine Department of Life Sciences
M.A.-College of William and Mary-Biology; B.S.-University of Maryland-Zoology.
- Flanders, Scott Department of Humanities
B.F.A.-Portland School of Art-Graphic Design; B.S.-University of Maine at Orono-Marketing-Business Administration.
- Gilmore, H. James Department of Humanities
M.A.-The University of Iowa-Broadcasting and Film; B.A.-Kalamazoo College-Communication Arts and Political Science.
- Golding, Jane Department of Education
M.S.-University of Southern Maine; Reading; B.S.-University of Southern Maine-Education.
- Griffin, John Department of Mathematical and Computer Sciences
M.S.-University of New Hampshire-Mathematics; B.A.-University of Southern Maine-Mathematics.
- Gulnick, Jeanne Department of Life Sciences
M.Ph.-State University of New York at Stony Brook-Coastal Oceanography; B.A.-University of Virginia-Chemistry.
- Hatch, Phil Department of Management
M.S.-University of Maine-Business Administration; B.S.-University of Maine-Accounting.
- Haywood, Holly Department of Humanities
BFA-Rochester Institute of Technology-Photojournalism.
- Haggerty, Sharon Department of Life Sciences
Nurse Practitioner-State University of New York/Upstate Medical Center; R.N.-Ferris University.
- Humphrey, Gene Department of Mathematical and Computer Science
M.A.-Bowdoin College; B.A.-University of Maine at Orono-Mathematics.
- Hunt, Jack Department of Organizational Leadership
J.D.-University of Maine School of Law; B.A.-Columbia University.
- Jacques, Ralph Department of Education
B.S.-University of Maine, Orono-Mathematics/Science.
- Ledoux, Stacey Department of Occupational Therapy
B.S.-University of New England-Occupational Therapy.
- Leone, Pamela Department of Social and Behavioral Sciences
Ph.D.-University of Louisville-Clinical and Community Psychology; M.Ed.-University of New Hampshire-Counseling Psychology; B.A.-Carnegie-Mellon University-Social Studies.
- McCabe, Jane Department of Social and Behavioral Sciences
Ph.D.-Ohio University-Counselor Education; M.A.-Ball State University-Counseling.
- Messer, Mark Department of Education
M.A.-University of New Hampshire-History; B.A.-University of Southern Maine-Education.
- Milliron, Susan Department of Occupational Therapy
B.S.-University of New England-Occupational Therapy.
- Montesano, Jean Department of Education
M.Ed.-Antioch New England Graduate School-Foundations of Education; M.Ed.-University of Southern Maine-Exceptionality; B.S.-University of Southern Maine-Elementary Education.

College of Arts and Sciences, Adjunct Faculty, Continued--

Moore, Margaret Department of Mathematical and Computer Science
M.S.-Virginia Polytechnic Institute-Statistics; B.A.-Colby College-Mathematics and History.

Moore, Michael Department of Organizational Leadership
M.S.-University of Southern Maine-Educational Administration; B.M.-Boston Conservatory-Education.

Morrison, Robert Department of Learning Assistance & Individual Learning
M.S.T.-Union College-Physics; B.S.-University of Maine, Orono-Math/minor Chemistry.

Nadeau, Reverend James Department of Humanities
A.B.-Dartmouth College; S.T.B.-Gregorian University; S.T.L. license degree-Gregorian University.

Newton, Laura Department of Life Sciences
M.S.-University of Cincinnati-Molecular Genetics and Biochemistry; M.S.-Virginia Tech.-Microbiology; B.S.-Virginia Tech-Biology.

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

Potter, James Department of Humanities
Ph.D.-Northwestern University-Radio/TV/Film; M.A.-University of North Carolina-Chapel Hill-Radio/TV/Motion Pictures; B.S.-Ohio University-Communication.

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

Randolph, Patricia Department of Organizational Leadership
Ed.D.-University of Massachusetts-Educational Policy; M.Ed.-University of Massachusetts-Educational Policy; B.F.A.-University of Illinois.

Rankin, Nancy Department of Social and Behavioral Sciences
M.S.-University of Vermont-Education; B.A.-State University of New York at Buffalo-Speech Communication.

Richard, Wilfred Department of Organizational Leadership
Ph.D.-University of Waterloo-Environmental Studies; M.A.-University of Massachusetts-Economic Anthropology; B.A.-University of New Hampshire-Government.

Ryan, Elizabeth Department of Mathematical and Computer Science
Ph.D.-Clarkson University; M.Sc.-Trinity College-Applied Mathematics; B.A.-Trinity College-Mathematics.

College of Arts and Sciences, Adjunct Faculty, Continued--

Shinkel, Al Department of Social and Behavioral Sciences
Ed.D.-Boston University-Counseling; M.A.-Michigan State University-Counseling; B.A.-Western Michigan University-English.

Siewicz, Phyllis Department of Education
M.S.-Massachusetts College of Art-Art Education; B.A.-State University College at Buffalo-Art Education.

Simon, Cynthia Department of Life Sciences
M.S.-Lesley College/Audubon Expedition Institute-Environmental Education; B.S.-Northeastern University-Business Administration-Marketing.

Star, Lorraine Department of Humanities
M.A.-Russell Sage College-American History; M.A.-Rutgers University-American History.

Thompson, Charles Department of Humanities
M.A.-Tyler School of Art-Painting; B.S.-Ball State University.

Turner, Wendy Department of Humanities
M.F.A.-San Francisco Art Institute; B.F.A.-San Francisco Art Institute.

Unsinn, Dan Department of Mathematical and Computer Sciences
B.A.-Nasson College-Mathematics.

Venell, Julie Department of Life Sciences
B.S.-Northland College-Environmental Chemistry.

Willette, Jane Department of Education
M.Ed.-University of Maine.

Winston, Kristin Department of Occupational Therapy
M.S.-University of Vermont-Education; B.S.-University of New Hampshire-Occupational Therapy.

Adjunct Faculty for Medical Technology

Berkshire Medical Center, Pittsfield, MA

Rebecca Johnson, MD: Medical Director
Linda Billings, MBA, MT (ASCP): Program Coordinator

Newton Wellesley Medical Center, Newton, MA

Richard D. Sampson, MD: Medical Director
Anne M. Pollock, MT (ASCP): Program Coordinator

Washington Hospital, Washington, DC

Katharine Dillon, MT (ASCP): Program Coordinator

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. Director, Dental Hygiene Program/Professor
M.P.H., University of Hawaii; B.A., University of Hawaii; A.S. Forsyth School for Dental Hygienists.

Berardelli, Catherine Director, Nursing Programs/Associate Professor
Ph.D., Adelphi University-Nursing; FNP, Adelphi University; M.S.N., University of Southern Maine-Nursing;
B.S.N., Oregon Health Science University.

Robie, Judith E. Director of Administration.

Spirito, Carl P. Director, School of Nurse Anesthesia/Associate Professor
Ph.D., University of Connecticut, Storrs - Bioengineering/Comparative Neurophysiology; B.S., Central
Connecticut State College - Biology/Math.

Thompson, Joanne Director, School of Social Work/Professor
Ph.D., Rutgers State University; M.S.W., University of Arkansas; B.A., LaGrange College.

Toney, Carl M. Director, Master of Science-Physician Assistant Program/Assistant Clinical Professor
P.A., Duke University Allied Health Certificate-Physician Assistant Program; B.A., Political Science - Georgia
State University.

Begins week of:	Area/Function:	Ends:
May 10, 1999	CE - Summer Session I (<i>See Summer Session II, Below</i>) A D N (First Year) Gerontology MSW Organizational Leadership Program—Segment A	June 25 July 1 June 24 June 29 June 19
May 30	Israel College at Westbrook College Campus	July 8
June 1	MSEd (Summer Term)	August 30
June 14	MSPA - 1 st Semester	August 27
June 26	Organizational Leadership Program—Segment B	July 31
July 5	CE - Summer Session II (<i>See Summer Session I, Above</i>) MSNA - 1 st Semester MSED (on campus seminar)	August 20 August 27 August 13
August 2, 1999	COM MSI & MSII classes begin	December 17
September 4	Organizational Leadership Program—Segment A	October 2
September 6	Labor Day (No Classes); <i>Registration Confirmation start, 1 p.m.</i>	September 6
September 7	CAS/CHP/ Classes Begin; <i>Registration Confirm ctd thru 9/14</i>	December 15
September 27	MSEd (2 nd Term)	January 30, 2000
October 8	Fall Long Weekend, Begins After Last Class	October 12 (<i>resume</i>)
November 16	CAS/CHP- <i>Registration Deadline for Spring 2000 Semester</i>	November 16
November 24	CAS/CHP/COM-Thanksgiving Holiday <i>Begins After Last Class</i>	November 29 (<i>resume</i>)
December 16	CAS/CHP- Final Exams (through weekend)	December 20, 5:30 pm

Fall Program Deadlines— Last Day To: **Add/Drop Class** **File for P/F Grade** **Withdraw w/o Acad Penalty**
CAS/CHP September 14 September 28 November 9
MSEd Add/Drop period ends the first day of each term: May 31, September 30

January 3, 2000	COM (1 st Year) COM (2 nd Year) MSNA MSPA A D N(2 nd year) Organizational Leadership Program—Segment A	May 26 June 30 April 6 May 19 April 28 February 5
January 10	CAS/CHP/CE Classes Begin; <i>Registration Confirmation thru 1/19</i>	April 28
January 17	Martin Luther King Holiday - No classes	January 17
January 31	MSEd (3 rd Term)	May 29
March 10	CAS/CHP-Spring Break Begins After Last Class	March 20

May 1999 TC (AM) 299 05.2 234.84 351 Tm 0.0022 Tc 0 Tw (st)Tj 9 2March(Tj 9 Ow (0 8 .0444 Tw (Registration Deadli 0ember 16) -4

Index

Note: page references in *Italics* apply to Graduate Programs

- About the University 6
- Academic Calendar 242
- Academic Honors 44
- Academic Load 41
- Academic Probation and Dismissal 44
- Academic Regulations 41
- Accreditation, Memberships,
and Other Notices 6
- Addictions Certificate Program 228
- Administration 234
- Administrative Services
and Policies 16, 182
- Admissions 16, 182
- Advanced Placement 18
- Athletic Department 34

- Bigelow Lab 22

- Campus Center - University Campus 37
- Career Services 34, 190
- CAS/COM 3-4 Program 22
- Certificate in School Leadership 223
- Certificate Programs in
Addictions and Gerontology 226
- Change of Major 45
- Classification 42
- CLEP 18
- College Exploratory Program 20
- College of Arts and Sciences 7
- College of Health Professions 7
- College of Osteopathic Medicine 7
- Continuing Education 8
- Continuing Education
and Summer Sessions 23
- Core Curriculum 48
- Counseling Center 33, 189
- Course Add/Drop or Withdrawal 196
- Course Withdrawal Policy 43
- Course Work at Another Institution 44
- Credit for Prior Experiential Learning 19

- Dental Hygiene Clinic 37
- Department of Chemistry and Physics 50
- Dept. of Dental Hygiene 52
- Dept. of Education 55
- Dept. of Humanities 65
- Dept. of Learning Assistance
& Indiv. Learning 70
- Dept. of Life Sciences 74
- Dept. of Mathematical
& Computer Sciences 83