

# University Academic Catalog 2006-2007

## The University of New England

The University of New England is an independent, coeducational university with two distinctive campuses in southern Maine. The University is a combination of three institutions - St. Francis College, the New England College of Osteopathic Medicine and Westbrook College, which was founded in 1831 and is our charter institution.

UNE offers more than 40 undergraduate and graduate degree programs in the health sciences, natural sciences, osteopathic medicine, human services, liberal arts, education and business.

The University Campus is distinguished by its beautiful seaside setting in a semi-rural area near Biddeford, Maine. The Westbrook College Campus is a classic New England campus located in suburban Portland, Maine and designated as a national historic district.

## University Mission Statement

The University of New England is an independent, entrepreneurial institution committed to academic excellence and the enhancement of the quality of life for the people, organizations, and communities it serves. The purpose of the University is to prepare students for meaningful and rewarding careers, lifelong learning, and enlightened lives. The University fosters critical inquiry through a student-centered, academic environment rich in research, scholarship, creative activity, and service while providing opportunities for acquiring and applying knowledge in selected clinical, professional, and community settings.

## Accreditation, Memberships, and Other Notices

- The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.
- The athletic training education program is an undergraduate program accredited by the Council on the Accreditation of Allied Health Education Programs (CAAHEP).\*
- The education program leading to elementary certification is approved by the State of Maine Department of Education.
- The physical therapy educational program is accredited by the American Physical Therapy Association.
- The occupational therapy educational program is accredited by the American Occupational Therapy Association.
- Nursing programs are accredited by the National League of Nursing.
- Dental hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation.
- The Social Work Program is accredited by the Commission on Accreditation on the Council of Social Work Education.
- The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education.
- The Physician Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs.
- The College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association.
- Most programs offered at the University of New England have been approved for the training of veterans under the auspices of the Veterans Administration, and graduates of the University meet the educational requirements for officer candidacy in all branches of the armed forces.
- The University is authorized under Federal law to enroll non-immigrant alien students.
- The University holds, among others, membership in: the New England Association of Schools and Colleges, the Maine Consortium of Health Professionals, the Council of Independent Colleges and Universities, the National Association of College Auxiliary Services, the College Entrance Examination Board, the National Collegiate Athletic Association, the National Association of College Admissions Counselors, the New England Association of College Admissions Counselors, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the American Association of Colleges of Osteopathic Medicine, and the Greater Portland Alliance of Colleges and Universities.
- The financial requirements of the University, changing costs and other matters may require an adjustment of charges and expenses listed herein. The University reserves the right to make such adjustments to charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees, up to the date of registration for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.
- The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the

rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

- While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.
- The University of New England does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling condition in violation of Federal or state civil rights laws of Section 504 of the Rehabilitation Act of 1973. Inquiries or concerns may be addressed to Michael Miles, Director of Affirmative Action.

### University Campus

Hills Beach Road  
Biddeford, Maine 04005-9599

207-283-0171

### Westbrook College Campus

716 Stevens Avenue  
Portland, Maine 04103-7225

207-797-7261

\*Indicates that statement was added to catalog after first publication due to an editing error.

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## Administration

### University Officers

**Ripich, Danielle - President** (as of July 1, 2006)

Ph.D., Kent State University; M.A. Cleveland State University; B.A. Cleveland State University.

**Chretien, Bernard - Vice President for Business and Finance**

B.S., University of Maine-Portland.

**Golub, Andrew - Vice President for Information Resources**

M.S., Simmons College; M.A., Miami University; B.A., Boston University.

**Legg, Edward - Vice President for University Relations**

J.D., University of Texas.

**Carter, Jacque - Interim Vice President for Academic Affairs**

Ph.D., College of William and Mary; M.S., B.S., Northern Illinois University.

**Burlin, Paul - Interim Dean, College of Arts and Sciences**

Ph.D., Rutgers University; A.B., Heidelberg College.

**Beaulieu, Ellen G. - Interim Dean, College of Health Professions**

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

**Buser, Boyd - Interim Dean, College of Osteopathic Medicine**

D.O., College of Osteopathic Medicine & Surgery, Des Moines, Iowa.

**Liebrecht, Alan - Dean of Admissions & Enrollment Management**

B.A., Roanoke College, Salem Virginia.

**Hazard, Barbara - Associate Vice President and Dean of Students**

M.A., Bowling Green State; B.A., Ohio Wesleyan University.

### University Administrators

Allen, Kimberly - **Director, Athletics**

M.S. Springfield College; B.S. Douglass College-Rutgers University.

Bowie, John - **Director, Financial Aid**

B.A., University of Maine.

Gato, Stacy - **Director, Enrollment Services WCC**

B.A. Communications; B.A., English - St. Joseph's College of Maine.

Gugliucci, Marilyn - **Director, Campus Center**

Ph.D, M.A., Montclair State University; B.A., Keene State College.

Langevin, John - **Assistant Dean of Students, Director of Counseling**

Ph.D., Columbia Pacific University; M.A., Azusa Pacific University; B.A./B.S.W., California State University.

Nahorney, Mark J - **Director, Student Activities**

M.S., Central Connecticut State University; B.S., Central Connecticut State University.

Price, Steven - **Director, Communications**

M.F.A., Vermont College; B.S., Utah State University.

Stanley, Kevin - **University Registrar**

Ph.D., M.A. University of Maryland; B.A. Ball State University.

Vacant - **Director, Residence Life**

### College of Arts and Sciences Administration

Burlin, Paul - **Interim Dean, College of Arts and Sciences**

Ph.D., Rutgers University-American History; A.B., Heidelberg College - Philosophy.

**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 Joseph's College-Mathematics.

**Tumiel, John - Associate Dean, College of Arts and Sciences**

M.A., University of Alabama in Birmingham-Educational Counseling; B.S., Empire State College, State University of New York-Community and Human Services-Developmental Disabilities; A.A.S., Erie Community College, State University of New York-Occupational Therapy Assistant.

**Ahmida, Ali - Chair - Department of Political Science**

Ph.D., University of Washington-Political Science; M.A., University of Washington-Political Science; B.A., Cairo University-Political Science

**Breyley, James - Chair - Department of Business Administration**

Ph.D., Arizona State University - Business Administration.

**De Wolfe, Elizabeth - Chair-Department of History**

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

**Corsello, Maryann - Chair-Department of Psychology**

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

**Fritz, Lawrence - Chair - Department of Biological Sciences**

Ph.D., Rutgers University - Botany/Plant Psychology.

**Gray, Susan - Chair - Department of Mathematical Sciences**

Ph.D.-Boston University-Mathematics Education, M.A.T., University of Pittsburgh-Science Education; B.S., Pennsylvania State University-Medical Technology/Biology.

**Grumbling, Owen - Chair - Department of Environmental Studies**

Ph.D., University of New Hampshire - Nineteenth-Century British Literature.

**Hillman, Susan - Chair - Department of Education & Director - Certificate of Advanced Graduate Studies in Educational Leadership**

Ph.D., Indiana University - Curriculum and Instruction.

**LaRue, Richard - Chair-Department of Exercise & Sport Performance**

D.P.E., Springfield College; M.S., Springfield College-Movement Sciences; B.A., University of Northern Iowa-Teaching: Physical Education and Health.

**Majid, Anouar - Chair-Department of English**

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

**McReynolds, Samuel - Chair - Department of Sociology**

Ph.D., Cornell University-Sociology; M.A., University of Vermont-History; B.S., University of Virginia-Government and History.

**Mullin, Jerome - Chair - Department of Chemistry and Physics**

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

**Sartorelli, Linda - Chair - Department of Philosophy and Religious Studies**

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

**VACANT - Chair-Department of Creative and Fine Arts**

**College of Health Professions Administration**

**Beaulieu, Ellen G. - Interim Dean, College of Health Professions**

Ed.D., Novasoutheastern University; M.P.H., University of Hawaii; B.A., University of Hawaii; A.S. Forsyth School for Dental Hygienists.

**Bisaillon, Denise - Assistant Dean, College of Health Professions**

**Fogg, Erich A. - Program Director - Master of Physician Assistant**

MMSc. PA, Emory University School of Medicine; BS, Springfield College; Certified-National Commission on Certification of Physician Assistants.

**Robnett, Regula - Program Director - Department of Occupational Therapy**

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

Mills, Bernice - **Program Director - Dental Hygiene Program**

M.S., University of Southern Maine, B.S., Indiana University, A.S., Westbrook College.

Pardue, Karen - **Interim Program Director - Department of Nursing and Health Service**

MS, B.S.N., B.C., Russell Sage College.

Sheldon, Michael - **Program Director - Department of Physical Therapy**

M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono Zoology; B.S., University of Rhode Island -Zoology.

Turcato, Nina M. - **Program Director - Master of Nurse Anesthesia**

M.S.N., University of New England; B.S.N., College of St. Teresa.

Wilson, Martha - **Program Director - School of Social Work**

Ph.D., University of Alabama.

### College of Osteopathic Medicine Administration

Boyd Buser, D.O., **Interim Academic Dean & Vice President for Health Services**

James M. Vaughn, Ph.D., **Curriculum Director**

Suezan I. Moore, **Coordinator, Medical Curriculum**

Lisa Lacroix-Lane, **Assistant Director, Medical Admissions**

David R. Manyan, Ph.D., **Associate Dean, Basic Sciences**

Kenneth H. Johnson, D.O., **Interim Associate Dean, Clinical Affairs**

Doris Newman, D.O., **Director of Medical Education**

Sarah Sprafka, Ph.D., **Director, Predoctoral Education**

Evelyn Schwalenberg-Leip, D.O., **Director of Faculty Development**

Leslie Ingraham, MSN, RN, **Director of Continuing Medical Education**

Audrey Okun-Langlais, D.O., **Director of Family Medicine Residency**

Doris Newman, D.O., **Director of Neuromusculoskeletal (NMM) Residency**

Boyd Buser, D.O., **Medical Director of Northeast Osteopathic Medical Education Network (OPTI)**

Edward Kittredge, FACHE, **Executive Director of Northeast Osteopathic Medical Education Network (OPTI)**

Rita Brown, **Coordinator of Clinical Clerkships**

Meredith Tipton, Ph.D., MPH, **Associate Dean of Community Programs**

Patricia Kelley, M.A., **Associate Dean, Recruitment, Student and Alumni Affairs**

James Gaffney, **Coordinator, Recruitment, Student and Alumni Affairs**

Jeffrey Holmstrom, D.O., **Medical Director, University Health Care**

Anthony O'Callaghan, P.T., M.B.A., CAPP, **Executive Director, University Health Care**

Heidi Russell, **Associate Director, University Health Care**

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## Three Colleges - One University

### The College of Arts and Sciences

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

#### College of Arts and Sciences Mission

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

#### Departments and Areas of Study

Department of Biological Sciences  
 Department of Business Administration  
 Department of Creative and Fine Arts  
 Department of Chemistry and Physics  
 Department of Education  
 Department of English  
 Department of Environmental Studies  
 Department of Exercise and Sport Performance  
 Department of History  
 Department of Interdisciplinary Studies Programs  
 Department of Liberal Studies  
 Department of Mathematics  
 Department of Philosophy & Religious Studies  
 Department of Political Science  
 Department of Psychology  
 Department of Sociology

### The College of Health Professions

The College of Health Professions (CHP) offers associate and bachelor degrees through the Dental Hygiene, Nursing & Health Service Management and Occupational Therapy programs, master degrees through the Nurse Anesthesia, Physician Assistant, Occupational Therapy, and Social Work programs, a doctor of physical therapy and certification in fields of addictions and gerontology. The College of Health Professions offers programs of study at both the University Campus and primarily on the Westbrook College Campus.

#### College of Health Professions Mission

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

#### Departments and Areas of Study

Department of Dental Hygiene  
 Department of Nursing and Health Services Management  
 Department of Occupational Therapy  
 Department of Nurse Anesthesia  
 Department of Physician Assistant  
 Department of Physical Therapy  
 School of Social Work

### The College of Osteopathic Medicine

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

prepares students to become osteopathic physicians. About two-thirds of recent graduates pursue careers in primary care. Graduates receive the doctor of osteopathic medicine (D.O.) degree. UNECOM also offers a master's degree in public health (M.P.H.) and a Certificate of Advanced Graduate Study in Public Health. The Office of Continuing Medical Education is also a part of UNECOM.

**College of Osteopathic Medicine Mission**

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

**Departments and Areas of Study**

Anatomy  
Biochemistry and Nutrition  
Family Medicine  
Alzheimer's Geriatric Evaluation Service (AGES)  
Division on Aging  
Division of Community Health/Preventive Med.  
Division of Medical Humanities  
Internal Medicine  
Microbiology and Immunology  
Obstetrics and Gynecology  
Osteopathic Manipulative Medicine  
Pathology  
Pediatrics  
Pharmacology  
Physiology  
Radiology  
Surgery

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## Student Records and Administrative Policy

### Student Academic Records

Student academic (and related) records are kept in the Registrar's Office at the University Campus and at the Student Registration and Financial Services Office at the Westbrook College Campus.

Under the terms of the Buckley/Pell amendment to the Family Educational Rights and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, Department of Health, Education, and Welfare has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. The amendments also provide that a financial statement submitted by a parent need not be shown to the student.

Release of records is allowed only upon written student approval, with noted exceptions listed below.

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

### Student Conduct Records

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

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

### Student Access and Annual Notification

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

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

### Directory Information and Disclosure

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

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

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

### Petition to Graduate and Receipt of Diploma

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

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

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

Under some circumstances, documentation of early graduation may be possible for students who complete all of their degree requirements in a semester prior to the planned "Class of ..." ceremony. In these cases the degree will be dated at the end of the semester in which the requirements are completed. Board approval must still be obtained, so all petitions and verifications must be completed in a timely manner. Guidelines for submission of the petition form are as follows:

If graduation is anticipated by the end of:

Summer Semester	Submit the petition to graduate by June 30th
Fall Semester	Submit the petition to graduate by September 30th
Spring Semester	Submit the petition to graduate by:January 15th

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

### Leave of Absence Policy

A leave of absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the academic dean, program/school director or designate and upon completion of the required Request for Leave of Absence form available from the respective program/school director, Student Affairs, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on leave of absence tuition credit is found in respective Financial Information sections of this catalog.

Note: It is the responsibility of the student to contact the office of the appropriate academic dean or program/school director (graduate) or Registrar (undergraduate) to indicate change of plans.

### University Withdrawal

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

of New England must apply through the Office of Admissions.

### Response Time and End-of-Term Processing

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

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This end-of-term processing is not finished for a minimum of two weeks after the last final exam.

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

### Transcripts

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

Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another's transcripts by an imposter. Students are advised to plan on a three-to-five-day turn-around on requests.

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

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## Undergraduate Admissions

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

### Interviews and Campus Tour

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

Tours and interviews may be scheduled by contacting the [Admissions Office](#), Monday through Friday from 9:00 a.m. - 4:30 p.m. Prospective students are encouraged to visit on a weekday if at all possible. We do offer tours and information sessions on Saturdays during the months of October, November, December, February, and March. Please call in advance, (800) 477-4863, extension 2297.

### Admissions Criteria

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

- The secondary school program.
- The secondary school grades and class standing.
- The SAT1 or ACT scores.
- Extracurricular involvement.
- The admissions interview (optional unless required by the dean of admissions or departments).
- Qualified students with equivalency certificates are also considered for admission.

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

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

All first-year applicants are required to

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

### Admissions Decisions

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

## Reservation Agreement

The rolling admissions policy ensures every applicant of a prompt and definitive answer to the question of admission. Once accepted, students are required to submit a \$500 deposit that will guarantee their place in the entering class. In order to give accepted students enough time to hear from all colleges to which they have applied and to eliminate any undue pressure that may affect their final decision, the reservation deposit is refundable through May 1st for students entering the fall semester. After this date, the deposit is either credited toward the expense of the first semester's tuition (and room for residential students) or forfeited for those students withdrawing.

## Conditional Acceptance

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

## Early Admissions

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

## Physical Examination and Immunization

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

## Advanced Placement and CLEP

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

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

## Advanced Placement Equivalencies

Qualifying scores necessary to receive credit for advanced placement are recommended by the academic departments and are approved by the University Registrar. They are treated as transfer credit in accordance with the following table.

AP-Exam Title	Minimum Score	Course Equivalent	Credit Earned
Biology	3	BIO 100	4
	4 -or- 5	BIO 100 and 101	8
Calculus AB	4 -or- 5	MAT 190	4
Calculus BC	3	MAT 190	4
	4 -or- 5	MAT 190 and 195	8
Chemistry	3	CHE 110	4
Chemistry	4 -or- 5	CHE 110 and 111	8
English Lang/Comp	4	ENG 110	4
English Lit/Comp	3	ENG 199-Exploration	3
Environmental Science	3	ENV 104	3
French Language	3	FRE 100-Exploration	3
French Literature	3	FRE 200-Exploration	3
Government/Politics (Comparative)	3	PSC 204-Exploration	3
Government/Politics (US)	3	PSC 101-Exploration	3
History (U.S.)	3	HIS 199-Exploration	3
History (World)	3	HIS 198-Exploration	3
History (European)	3	HIS 231-Exploration	3
Latin (Literature or Vergil)	3	ENG 198-Exploration	3
Macroeconomics	3	ECO 203	3

Microeconomics	3	ECO 204	3
Physics	3	PHY 110	4
Psychology	4	PSY 105	3
Spanish Lang	3	SPA 101-Exploration	3
Statistics	3	MAT 120	3

If an advanced placement examination has been taken on a subject not listed in the table above, the student should contact the Registrar's Office at [uneregistrar@une.edu](mailto:uneregistrar@une.edu).

## College Level Examination Program (CLEP)

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

CLEP-General Examinations	Minimum Score	Course Equivalent	Credit Earned
English Comp with Essay	50	ENG 110	4
English Comp	50	ENG 110	4
Social Sciences and History	50	Explorations (2)	6
Natural Sciences		Clear with Dept	
Humanities	50	Explorations (2)	6
Mathematics		No Equivalency	
American Government	50	PSC 199	3
American Literature	50	ENG 200	3
Analysis and Inter of Lit	50	ENG 199	3
Algebra, College	50	LAC 021	3
Algebra-Trig, College	50	(non-degree) MAT 180	3
English Lit	50	ENG 199	3
General Chemistry	50	CHE 110	4
	65	CHE 110, 111	8
Psych, Intro	50	PSY 105	3
Human Growth and Devel		Clear with Dept	
Principles of Mgt	50	BUMG 200	3
Accounting, Intro	50	BUAC 201	3
Business Law, Intro	50	BUMG 326	3
Principles of Mkt	50	BUMK 200	3
Trigonometry		No Equivalency	
Macroeconomics, Intro	50	ECO 203	3
Microeconomics, Intro	50	ECO 204	3
Sociology, Intro	50	SOC 150	3
French: 2 Semesters	50	FRE 100	3
French: 4 Semesters	50	FRE 100, 101	6
German: 2 Semesters	50	Explorations (1)	3
German: 4 Semesters	50	Explorations (2)	6
Spanish: 2 Semesters	50	SPA 101	3
Spanish: 4 Semesters	50	SPA 101, 102	6
Calculus with Elem Functions	50	MAT 190	4
General Biology		Clear with Dept	
Biology	50	BIO 100	4
U.S. History I	50	HIS 201	3
U.S. History II	50	HIS 202	3
Western Civilization I	50	LIL 201	3
Western Civilization II	50	LIL 202	3
Educational Psych, Intro		Clear with Dept	
Info Systems and Comp App	50	CITM 100	3
Freshman College Comp	50	ENG 110	4

If a CLEP examination has been taken on a subject not listed in the table above, the student should contact the Registrar's Office at [uneregistrar@une.edu](mailto:uneregistrar@une.edu).

## DANTES

DANTES Subject Standardized Tests (DSSTs) provide an opportunity for people to obtain college credit for what they have learned in non-traditional ways. The DSST Program is made available by The Chauncey Group International® and is used by adult education programs, the United States Department of Defense, and two and four-year colleges. Designed originally for the military, DSSTs are available to civilian students and adult learners as well. The DSST program is used by colleges and universities to award college credit to those who demonstrate that they have knowledge comparable to someone who completed the classroom course in the subject.

Recommended credits and minimum scores are based on evaluation by qualified individuals in the American Council on Education (ACE). The symbol B signifies credit to be awarded at the bachelor's level; the symbol BU signifies recommended credit at the upper division (3rd and 4th year) level.

<b>DANTES Exam Title</b>	<b>Minimum Score (ACE)</b>	<b>Course Equiv</b>	<b>Credit Earned</b>
Fundamentals of College Algebra	3B/47	LAC 021 (non-degree)	3
Principles of Statistics	3B/48	Clear with Dept	
Art of the Western World	3B/48	ART 270	3
Contemporary. Western Europe: 1946-1990	3B/48	HIS 199	3
An Introduction to the Middle East	3B/44	PSC 199	3
Human/Cultural Geography	3B/48	HIS 334	3
Rise and Fall of the Soviet Union	3BU/45	HIS 199	3
A History of the Vietnam War	3B/49	HIS 199	3
The Civil War and Reconstruction	3BU/47	HIS 199	3
Foundations of Education	3B/46	EDU 105	3
Lifespan Developmental Psychology	3B/46	PSY 220	3
General Anthropology	3B/47	ANT 101	3
Drug and Alcohol Abuse	3BU/49	General Elective	3
Introduction to Law Enforcement	3B/45	General Elective	3
Criminal Justice	3B/49	General Elective	3
Fundamentals of Counseling	3B/45	General Elective	3
Principles of Finance	3BU/46	BUMG 315	3
Principles of Financial Accounting	3B/49	BUAC 201	3
Human Resource Management	3B/48	BUMG 302	3
Organizational Behavior	3B/48	BUMG 301	3
Principles of Supervision	3B/46	BUMG 199	3
Business Law II	3BU/52	BUMG 325	3
Introduction to Computing	3B/47	CITM 100	3
Introduction to Business	3B/46	BUMG 199	3
Money and Banking	3BU/48	BUMG 199	3
Personal Finance	3B/46	BUFI 199	3
Management Information Systems	3BU/46	CITM 100	3
Business Mathematics	3B/48	General Elective	3
Astronomy	3B/48	General Elective	3
Here' s to Your Health	3B/48	HSM 199	3
Environment and Humanity: The Race to Save the Planet	3B/46	ENV 104	3
Principles of Physical Science I	3B/47	Clear with Dept	
Physical Geology	3B/46	GEO 200	3
Technical Writing	3B/46	No Equivalent	
Ethics in America	3B/46	PHI 199	3
Introduction to World Religions	3B/49	REL 200	3
Principles of Public Speaking	3B/47	SPC 100	3

## International Baccalaureate (IB) & International Examination

These advanced placement options are currently in the approval process at the university. It is anticipated that credits will be awarded, but this is not finalized. More information will be provided to all accepted students who have indicated that they have such credits. Be sure to inform admissions that you have potential credits in these areas.

## Transfer Admissions

Students applying for transfer admission are required to forward the completed application form and application fee of \$40, and official college transcripts of ALL academic work to the Admissions Office. College Board scores, secondary school records, and an interview may also be requested by the dean of admissions.

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

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

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

- While credits may transfer in based on the criteria above, grades and/or grade points do not transfer into the student's UNE academic record. Grades for accepted transfer courses are identified on the UNE transcript with a "TR" symbol in the grade column, which denotes credit accepted but no GPA calculation value.

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

## Portfolio Assessment Credit for Prior Experiential Learning

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

*Note: Nursing students should contact the Department of Nursing and Health Services Management for further information concerning this area of assessment credit.*

## Portfolio Assessment Application Procedure Outline

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

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

## International Student Admission

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

- Students must send all academic transcripts with a translation and equivalency evaluation. It is preferred that applicants use:  
World Education Services, Inc.  
P.O. Box 745  
Old Chelsea Station  
New York, NY 10113-0745  
Email: [info@wes.org](mailto:info@wes.org)  
Tel: 212-966-6311; FAX: 212-966-6395
- Students need to submit an application to the University including an application fee of \$40 (US currency), and a financial statement. Students applying whose native language is not English must submit recent scores from the Test of English as a Foreign Language (TOEFL). Scores on the TOEFL of 550 (paper), 213 (computer) or better will be considered.

## Veterans

Programs of the University of New England have been approved for persons eligible for Veterans Administration Benefits by the Maine State Approving Agency for Veterans' Education Programs. The University encourages active and retired military, National Guard and reservists, as well as veterans, to become matriculated students. For further information concerning veterans admissions and benefits, please contact the University Registrar.

Applicants who are requesting Veterans Administration educational benefits are required to have all previous postsecondary education and training evaluated for transfer credit.

Applicants with military service should send a copy of an Army/ACE Registry Transcript Service (AARTS) or a SMART (Sailor/ Marine Corps American Council on Education Registry Transcript) to the University Registrar for credit evaluation.

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

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## Undergraduate Financial Aid

The University of New England Financial Aid Office is committed to assisting students and families in finding the financial means necessary to achieving their educational goals. At UNE, more than 85 percent of our students receive some form of financial assistance. We believe that the financing of a college education should be a partnership between the student, the student's family, and the University. We encourage you to visit our website, where you may obtain additional information about our financial aid programs. Our office is located on the University Campus (UC) in 121 Decary Hall. Office hours are 9 a.m. - 4 p.m. weekdays. Financial aid advising services are available by appointment by calling (207) 602-2342. We also offer financial aid advising services by appointment on the Westbrook College Campus (WCC) at the Student Registration and Financial Services Center in Hersey Hall. Call (207) 221-4200 to schedule an appointment.

[University of New England Financial Aid Official Website](#)

[Complete details on all undergraduate financial aid for academic year 2006-2007](#)

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# Undergraduate Financial Information

## Undergraduate Tuition and Fees

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Full-Time	Fall	Spring	Total
Tuition	\$11,470	\$11,470	\$22,940
Room and Board**	\$4,627.50	\$4,627.50	\$9,225
General Services Fee*	\$850		\$850
Total Full Time	\$16,097.50	\$16,097.50	\$33,045

\*University Campus only (for 2006-2007); General Services Fee for Westbrook College Campus is \$530 for one year.

\*\* Standard Double Occupancy rate for 1st year student housing. The University offers other options on the University Campus for upperclassman.

**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 \$825 per credit hour.

**Part-Time Matriculating:** \$825 per credit hour

## Deposits

### Admissions Deposit

A \$300 deposit is required for all incoming students. The deposit is refundable through May 1st. This deposit is later credited on the fall billing.

### Reservation Deposit

A non refundable \$300 deposit is required in the spring for all returning full-time matriculating students prior to fall registration scheduled in April. This deposit is later credited on the fall billing.

### Room Deposit

A \$200 escrow deposit is required for all residential students. This escrow deposit will be held by the University as long as the student is a residential student.

## Fees

### General Services Fee (University Campus, 2006-2007)

This \$850 mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

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

### General Services Fee (Westbrook College Campus, 2006-2007)

Undergraduate - This \$530\* mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

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

**Health Insurance**

Students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. Please refer to the Health Insurance Brochure.

**Student Malpractice Insurance**

Annual mandatory malpractice insurance for the students involved in clinical training rotations.

Athletic Training, annual, 2nd, 3rd and 4th years	\$70
Dental Hygiene, annual, 2nd, 3rd and 4th years	\$230
Nursing, annual, all students	\$40
Occupational Therapy, annual, 3rd, 4th and 5th years	\$75
Physical Therapy, annual, all years	\$75

**Laboratory and Student Teaching Fees**

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

**Late Registration**

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

**Parking Fee**

Students wishing to park a vehicle on campus must purchase a parking permit at the cost of TBD. Additional vehicle \$7.00. Unregistered vehicles are charged a TBD fine per incident.

**Summer Session**

Courses are open to any student on a direct registration basis. Tuition is \$250 per undergraduate credit. Contact the Office of Continuing Education for more information and course listings.

**Withdrawal Tuition Refund Policy**

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

**Tuition Refunds**

Refunds for students leaving the institution during a semester will be made as follows:

**Fall and Spring Refunds**

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

**Summer or other Special Sessions Refunds**

(3 - 10 week periods)	
During first week	40%
During second week	20%
Over two weeks	No refunds

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

**Room (60 % of Room and Board Rate)**

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

**Board (60 % of Room and Board Rate)**

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

**Other Fees**

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

**Adjustments**

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

**Leave of Absence Policy**

In the event a matriculating undergraduate student desires to apply for a leave of absence, a Leave Form must be submitted to the Dean of Students. The form will include the reason for leaving as well as the expected date of return. An approved leave of absence will result in refund towards the student's tuition subject to the Withdrawal Tuition Refund Policy. Failure to return on the date agreed will result in a withdrawal from the University.

A student in the military reserves will be granted a full leave of absence tuition credit should the student be called to active duty while attending courses during any given semester. Room, board, and fees will be subject to regular withdrawal policies.

## Payment Options

The person or persons responsible for tuition and fee payments (whether it be a student, their parent(s), or guardian(s)) may pay the charges as they come due each semester or by using the ten month installment plan offered through Tuition Pay (see Option II: Monthly Payment Plans). They may also arrange to pay by using a combination of these payment arrangements.

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

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

### Option I: Payment by Semester

About June 15 a bill will be sent for the tuition, board, room rent, and fees for the fall semester. Payment on this bill is due August 1st. Payments from the family, or any other cash payments will appear on the bill as credits. Awarded financial aid will appear as a credit or if pending, as a memo to be deducted from the amount owed on the bill. The balance due is the difference between all charges, credits, and memos. The bill for the spring semester will be sent about December 1 and is due on January 10.

### Option II: Monthly Payment Plans

The UNE Installment Plan (IP) spreads the full year charges over ten months beginning June 1st. This program is administered on behalf of UNE by **Tuition Pay** at 800-635-0120. These plans are designed to relieve the pressure of "lump sum" payments by spreading the cost over 10 months. There is an application fee. There are no interest charges.

### Application Deadline

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

### Late Payment Charge

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

Students with unpaid bills will not be able to register for courses and they will not be allowed to attend classes until they have received clearance from the Business Office. Students with overdue accounts are not eligible for academic credit, transcripts, or degrees.

## Additional Information

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. TD Banknorth, which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus and in the breezeway between Proctor and Hersey Halls on the Westbrook College Campus. For those students who have TD Banknorth checking accounts, ATM transactions are free of charge. Checks may also be cashed daily (\$75 maximum) at the Student Accounts Office on the University Campus and at the UNE Bookstore at both campuses.

The University offers direct deposit to its students. Students with credit balances can have the excess funds directly deposited in the bank of their choice. The sign-up form is available on the web at the [HR website](#).

3. The University will not be responsible for the loss of property on- or off-campus although it strives to safeguard students' property on campus.
4. Students are expected to pay for books at the beginning of the semester. At the Westbrook College Campus, there is a Dental Hygiene "kit" charge of about \$1,020 in the fall semester. Third-year students in this program will pay up to an additional \$400 for supplies. Books, supplies and other items available at the University Bookstores may be paid for with cash, check, Master Card, VISA, Discover, and American Express.

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## Undergraduate Academic Policy and Regulations

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## Graduation Requirements for Undergraduates

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

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

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

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

### Notes:

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

- a. Participate in the May commencement prior to his/her last semester (diploma to be issued after completion of studies); or
- b. Participate in the May commencement following his/her last semester.

\* A student might have greater than 6-8 credits if the two courses involve clinical, practicum, or internship study. Learning Assistance Center and developmental mathematics courses do not carry degree credits for fulfillment of

graduation requirements, with the exception of the courses Peer Tutor Workshop and Peer Tutor Practicum.

## Petition to Graduate and Receipt of Diploma

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

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

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

Under some circumstances, documentation of early graduation may be possible for students who complete all of their degree requirements in a semester prior to the planned "Class of ..." ceremony. In these cases the degree will be dated at the end of the semester in which the requirements are completed. Board approval must still be obtained, so all petitions and verifications must be completed in a timely manner. Guidelines for submission of the petition form are as follows:

### If graduation is anticipated by the end of:

Summer Semester  
Fall Semester  
Spring Semester

### Submit the petition to graduate by:

June 30th  
September 30th  
January 15th

The degree awarded date will correspond to the term where the last course requirement was completed and graded. The exception is where one or more courses are completed late (after the end of the term in which the course was provided). In the case of late completion of course requirements (e.g due to an "Incomplete" grade), the degree will be awarded in the current term (in progress) when the final course requirements are completed. This practice is consistent with graduation reporting to external sources.

Further information regarding graduation procedures can be obtained through the credentials evaluator at the Office of the Registrar.

## Residency Requirements

Any course offered for credit by the University of New England is designated as residence or campus credit. This may include University sponsored off-campus experiences including internships, distance learning, exchange programs, and consortium courses.

**Associate Degrees:** For an associate degree, a student must complete at least 20 of the last 25 credits in residence at the University of New England.

**Bachelor's Degree:** For a baccalaureate degree, student must complete at least 45 of the last 60 credits in residence at the University of New England.

**Second Bachelor's Degree:** Students who are pursuing a second bachelor's degree must complete at least 45 semester hours in residence once the first degree is finished. If the first degree is from the University of New England, the same requirements apply as the first bachelor's degree.

A waiver of residency requirements may be obtained by written request to: Registrar's Office, University of New England, 11 Hills Beach Road, Biddeford, Maine 04005. The student's advisor and the appropriate College Dean's Office will carefully review each request. Requestors should receive written notification of the decision within one month of submission.

## Academic Load

An undergraduate student's normal academic load ranges from 12 to 18 credit hours during the fall and spring semesters. Students must obtain advisor permission to enroll in 19 or 20 academic credits per semester, and must obtain academic dean's permission to enroll in greater than 20 credits. A student must register for a minimum of 12 credits per semester in order to maintain status as a full-time student. A student attempting more than 18 credits during a semester will be subject to an overload charge at the part-time per credit tuition rate.

## Registration and Enrollment Confirmation

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

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

Course changes are allowed during a designated add/drop period only, as specified on the current academic calendar. Detailed instructions as well as designated time lines regarding the add/drop process are e-mailed to each student. Tuition and/or financial aid may be adjusted, depending on number of credit hours enrolled.

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

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

## Classification

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

Minimum Credits Earned Towards UNE Degree:

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

\*Beyond Baccalaureate Degree

## Class Attendance

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

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

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

## Athletic Competition and Class Attendance

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

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

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

## Examinations

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

## Grading System

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

Equivalent quality points assigned to grades are as follows:

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

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

## Audit Policy

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

## Pass/Fail Policy

Undergraduate students who wish to enroll in a course on a pass/fail basis may do so by notifying the Registrar no later than 15 class days into the given semester on a form provided for this purpose. The decision to take a course pass/fail is final. Note: Students may not elect to take a course that satisfies a core requirement on a pass/fail basis.

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

## Incomplete Policy

An incomplete (I) grade may be given by the instructor to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. Until changed, the I grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course. Some programs have established more restrictive or differing policy regarding incomplete grades. Students should consult the program in which they are enrolled for exceptions to this policy. Once an I grade is removed, academic standing will be updated according to dean's list, good standing or probationary standards. If one or more courses are completed late (after the end of the term in which the course was provided due to an "I" grade), then the degree awarded date will be posted in the current term (in progress) when the final course requirements are completed. This practice is consistent with graduation reporting to external sources.

## Course Withdrawal Policy

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

## Leave of Absence Policy

A leave of absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the academic dean, program/school director or designate and upon completion of the required [Request for Leave of Absence](#) form available from the respective program/school director, Student Affairs, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on leave of absence tuition credit is found in respective Financial Information sections of this catalog.

*Note: It is the responsibility of the student to contact the office of the appropriate academic dean or program/school director (graduate) or Registrar (undergraduate) to indicate change of plans.*

## University Withdrawal

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

## Repeat Course Policy

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

## Course Work at Another Institution

Matriculated students who wish to transfer college-level course work taken at other institutions must obtain permission to do so. The student should work closely with his/her advisor regarding this process. [Request for Course Work at Another Institution](#) forms are available in the Registrar's Office (University Campus) or Student Registration and Financial Services Center (Westbrook College Campus). A minimum grade of "C-" must be earned for the course in order for it to be accepted by the University of New England (further restrictions may apply - check with department regarding transfer-back policy).

**Important note regarding transfer credits:** while credits may transfer based on these criteria, grades and/or grade points do

not transfer into the student's UNE academic record. Grades for accepted transfer courses are identified on the UNE transcript with a "TR" symbol in the grade column, which denotes credit accepted but no GPA calculation value.

## Semester and Term Grade Reports

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

## Academic Probation and Dismissal

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

A student on academic probation is ineligible to participate in major extracurricular activities, including intercollegiate athletics, or to serve as officer or director of any student activity.

The minimum cumulative semester-end grade point averages are:

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

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

## Academic Honors

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

## Alpha Chi National College Honor Society

Alpha Chi is a national college honor scholarship society, founded in 1922, with membership limited to third- and fourth-year students enrolled in institutions with Alpha Chi chapters. To be eligible for active membership, a student must be in the top 10 percent of the third or fourth year.

## Citation of Achievement at Graduation

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

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

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

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

## Declaration and Change of Major

Before March 15 of the second year, a student is required to make a formal [declaration of major](#) using the appropriate form available in the University Campus Registrar's Office or at the Westbrook College Campus Student Registration and Financial Services Center. Students declaring majors in marine biology, medical biology, and elementary education are asked to declare by the end of the first year. This declaration must be signed by the advisor and the chair/director of the major department. The declared major must be an existing, approved academic program of study. See [undergraduate catalog \(majors\)](#) for existing programs of study.

## Academic Minors

The University of New England offers the option for students to petition for a **minor program of study**. A "minor" is a structured plan of study outside the student's major. See [undergraduate catalog \(minors\)](#) for available options. In most cases, the minimum amount of credits required for a minor is 18 credits. Minors do not appear on UNE diplomas.

## Student Advising

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

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

## 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	Financial Aid/Deferments V.A. Benefits	
Undergraduate		
Full-time	12.0	12.0
3/4 time	9.0	
Half-time	6.0	6.0
Post-baccalaureate Certification		
Full-time	6.0	
3/4 time	4.0	
Half-time	3.0	

## Student Records and Transcripts

**Academic Records** - Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms of the Buckley/Pell Amendment, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Health and Human Services concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights. University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

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

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

## Student Access and Annual Notification

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

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

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

## Directory Information and Disclosure

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

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

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

## Response Time and End-of-Term Processing

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

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This end-of-term processing is not finished for a minimum of two weeks after the last final exam.

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

## Transcripts

No official transcript will be issued until all financial obligations have been met. Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another's transcripts by an imposter. Students are advised to plan on a three-to-five-day turn-around on requests.

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.

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

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

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

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Two Campuses: Biddeford and Portland, Maine · 207.283.0171

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## 2006-2007 Course Descriptions

This is a complete listing of all courses offered by the three colleges of the University of New England. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

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

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

### Addictions Certificate Program

#### ACP 510 - Substance Abuse

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

**Restrictions:** Must be enrolled in one of the following Major(s):  
Addiction Certificate Program

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

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

**Restrictions:** Must be enrolled in one of the following Major(s):  
Addiction Certificate Program

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

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

**Restrictions:** Must be enrolled in one of the following Major(s):  
Addiction Certificate Program

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

**Credits:** 3.00

This course is designed to provide an in-depth knowledge of group theory and practice in a variety of settings and for a range of clinical and administrative purposes. (Crosslisted as SSW 571 and GER 571)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

**Restrictions:** Must be enrolled in one of the following Major(s):  
Addiction Certificate Program

#### ACP 550 - Advanced Psychosocial Assess

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

**Restrictions:** Must be enrolled in one of the following Major(s):  
Addiction Certificate Program

#### ACP 555 - Legal and Ethical Issues

**Credits:** 3.00

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable

populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court. (Cross-listed with SSW 624 and GER 560)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

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

Addiction Certificate Program

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

**Credits:** 2.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

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

Addiction Certificate Program

### **American Studies**

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

**Credits:** 3.00

From "sugar and spice and everything nice" to "a woman's place is in the House... and Senate" the expectations for a girl's life mirror the ever-changing social, cultural, religious, and political conditions in the United States. In our examination of girlhood from the 17th to the 21st century we will learn of society's changing expectations for females, and the political and cultural roles Americans believed girls played in society.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

**Credits:** 3.00

An examination of women as integral players and participants in American history from 1600 to the mid-nineteenth century.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

**Credits:** 3.00

An examination of women as integral players and participants in American history from the mid-nineteenth century to present day.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

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

**Credits:** 3.00

An examination of selected topics in women's history. Topics will vary from semester to semester according to faculty and student interest.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

### **AMS 400 - Am Studies 4th Yr Seminar**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

American Studies

### **AMS 470 - American Studies Internship I**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

American Studies

## **Nurse Anesthesia**

### **ANE 504 - Pharmacology I**

**Credits:** 3.00

Basic principles of pharmacology, covering mechanisms of drug uptake, action, and removal from the body as it relates to cardiovascular, nervous and endocrine systems. Students will also be exposed to several drug categories, including opioids, local anesthetics and neuromuscular blockers.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

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

Nurse Anesthesia

### **ANE 505 - Anatomy for Nurse Anesthetists**

**Credits:** 3.00

A general review of gross anatomy with particular emphasis on the respiratory and cardiovascular system, spinal cord, and peripheral nerves.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

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

Nurse Anesthesia

### **ANE 507 - Chemistry/Physics**

**Credits:** 3.00

A study of the laws of chemistry and physics relating to anesthesia. Emphasis is placed on the gas laws, vaporization, pressures and flow, and chemical properties of anesthetic agents and drugs. In addition, application of these laws will be applied to anesthesia equipment, such as the anesthesia machine and breathing circuits.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 599 - Directed Study**

**Credits:** 1.00 to 3.00

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 601 - Prof Aspects Anesthesia I**

**Credits:** 2.00

A presentation of topics related to the practice of anesthesia, including the history of nurse anesthesia, the professional organization, legal aspects, credentialing, substance abuse, medical malpractice and anesthesia billing.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 602 - Principles of Anesthesia I**

**Credits:** 3.00

This course is designed to present the student with an overview of introductory principles related to nurse anesthesia. Emphasis will be placed on the anesthesia machine, positioning, monitoring, documentation, the pre-anesthesia and post-anesthesia evaluation, fluid/electrolyte balance and blood transfusion therapy, pediatrics and regional anesthesia.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 603 - Physiology I**

**Credits:** 5.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 604 - Physiology II**

**Credits:** 5.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 606 - Pharmacology II**

**Credits:** 4.00

This course will provide the student nurse anesthetist with detailed information regarding the pharmacological agents that are applicable to clinical anesthesia practice. Students will apply the knowledge from basic principles of pharmacology, pharmacokinetics and pharmacodynamics to anesthesia. Emphasis will be placed on the following drug classifications: inhalation anesthetics, IV inductions agents, respiratory agents, antiemetics, antihistamines, cardiovascular agents, anticoagulants, neuropsychiatric agents and chemotherapeutic agents.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 609 - Research Methods Seminar**

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 613 - Research Practicum I**

**Credits:** 2.00

This course consists of independent study and the preparation and presentation of a capstone project.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 619 - Special Topics in Anesthesia**

**Credits:** 2.00

This course will expose the student to various topics such as the difficult airway and cultural differences that may impact the delivery of anesthesia care. Students will also have the opportunity to hone clinical and critical thinking skills by managing clinical case scenarios in the simulator laboratory.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 622 - Principles of Didactic Instr.**

**Credits:** 1.00

Designed to prepare future nurse anesthetists for the responsibilities and role of a professional educator.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 623 - Principles of Anesthesia II**

**Credits:** 3.00

This course continues the presentation of the advanced principles of anesthesia. In this block of instruction, the following topics will be covered: respiratory, hepatorenal, vascular, cardiac, vascular, neuroanesthesia and anesthesia for endocrine pathophysiology.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 624 - Principles of Anesthesia III**

**Credits:** 3.00

This course continues the presentation of the advanced principles of nurse anesthesia. In this block of instruction, the following topics will be discussed in detail: regional anesthesia, obstetrics, pediatrics, and anesthesia for ear, nose and throat surgery.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 625 - Principles of Anesthesia IV**

**Credits:** 4.00

This course continues the presentation of the advanced principles of nurse anesthesia. In this block of instruction, the following topics will be discussed in detail: organ transplantation, ambulatory and outpatient surgery as well as anesthesia in remote locations, geriatrics/conscious sedation, trauma/burns, and anesthesia for musculoskeletal diseases.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 650 - Clinical Practicum I**

**Credits:** 1.00

This course introduces students to clinical anesthesia care. It is designed to cultivate the novice student nurse anesthetist under the direct supervision of anesthesia clinical preceptors. Emphasis is on basic skills, such as airway management, pre-operative assessment, care-plan construction, and documentation. It begins to demonstrate internalization of theoretical concepts and techniques and application in anesthetic management toward achievement of the program's behavioral outcomes. Mastery of specific levels of competency is required within a specific timeframe.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**ANE 652 - Clinical Practicum II**

**Credits:** 1.00

This course continues the integration and application of theoretical foundations and development of skills in nurse anesthesia practice under close direction of anesthesia clinical preceptors. It is designed to cultivate the advanced beginner student nurse anesthetist, focusing on setting priorities in clinical situations. It continues to demonstrate internalization of theoretical concepts and techniques and application in anesthetic management toward achievement of the program's behavioral outcomes. Mastery of specific levels of competency is required within a specific timeframe.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

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

Nurse Anesthesia

**Pre-requisites:** ANE 650 Minimum Grade: P

#### **ANE 654 - Clinical Practicum III**

**Credits:** 1.00

This course continues the integration and application of theoretical foundations and development of skills in nurse anesthesia practice under the guidance of anesthesia clinical preceptors. It is designed to cultivate the competent student nurse anesthetist, focusing on combining didactic and technical skills in a broader range of clinical situations and prioritizing care in a broader range of patient care situations. It continues to demonstrate internalization of theoretical concepts and techniques and application in anesthetic management toward achievement of the program's behavioral outcomes. Mastery of specific levels of competency is required within a specific timeframe.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**Pre-requisites:** ANE 650 Minimum Grade: P and ANE 652 Minimum Grade: P

#### **ANE 656 - Clinical Practicum IV**

**Credits:** 1.00

This course continues the integration and application of theoretical foundations and development of skills in nurse anesthesia practice with little guidance from anesthesia clinical preceptors. It is designed to cultivate the proficient student nurse anesthetist, focusing on performing with speed and flexibility in a broad range of clinical situations and perceiving situations as a whole, rather than fragmented parts. It continues to demonstrate internalization of theoretical concepts and techniques and application in anesthetic management toward achievement of the program's behavioral outcomes. Mastery of specific levels of competency is required within a specific timeframe.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**Pre-requisites:** ANE 650 Minimum Grade: P and ANE 652 Minimum Grade: P and ANE 654 Minimum Grade: P

#### **ANE 658 - Clinical Practicum V**

**Credits:** 1.00

This course continues the integration and application of theoretical foundations and development of skills in nurse anesthesia practice with occasional guidance and consultation from anesthesia clinical preceptors. It is designed to cultivate the novice practitioner student nurse anesthetist, focusing on performing in a skillful and consistent manner. It continues to demonstrate internalization of theoretical concepts and techniques and application in anesthetic management toward achievement of the program's behavioral outcomes. Mastery of specific levels of competency is required within a specific timeframe.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Master Sci Nurse Anesth Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Nurse Anesthesia

**Pre-requisites:** ANE 650 Minimum Grade: P and ANE 652 Minimum Grade: P and ANE 654 Minimum Grade: P and ANE 656 Minimum Grade: P

### **Anthropology**

#### **ANT 101 - Introduction to Anthropology**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

#### **ANT 102 - Cultural Anthropology**

**Credits:** 3.00

An analysis of culture in its structure, variety, development, and change. Case studies of societies from around the world are discussed as illustrations of the culture concept.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Restrictions:**

### **Arabic**

#### **ARB 101 - Arabic Language I**

**Credits:** 3.00

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self expression. Exercises in pronunciation, grammar, and reading.

**Lecture:** 3.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

<b>Arts</b>
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**ART 100 - Drawing I****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 101 - Watercolor****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 102 - Photography****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 103 - Intro to Image Capture****Credits:** 3.00

In this course composition through framing and recognition will be introduced. Students will learn the relationship of pictorial structure to content and explore photography and video as media for research and expression. Static, sequential and web imaging will be examined and compared.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 104 - Painting I****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 105 - Elements of Acting****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 106 - Two-Dimensional Design****Credits:** 3.00

Establishes a foundation in art by introducing the fundamentals, elements and principles of design. Integrates theories stemming from the context of art history with practical design problems of present day. Gives the necessary background for appreciating art in a variety of settings in our contemporary world.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 110 - Ceramics I****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**ART 113 - Sculpture I****Credits:** 3.00

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

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

**ART 114 - Printmaking**

**Credits:** 3.00

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

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

**ART 115 - Introduction to Dance**

**Credits:** 3.00

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

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

**ART 190 - Independent Study in ART**

**Credits:** 1.00 to 12.00

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

**ART 200 - Drawing II**

**Credits:** 3.00

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

**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Creative & Fine Arts  
**Pre-requisites:** ART 100 Minimum Grade: D

**ART 201 - Watercolor II**

**Credits:** 3.00

This course continues to explore the use and development of basic watercolor techniques. Specific assignments will be given during the semester exploring techniques using wet on wet, dry brush, isolated wet on wet and washes. Developing personal images and language students will broaden their skills through prescribed assignments. Large scale work will be discussed and executed. Paper stretching will be used and demonstrated to produce successful images.

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

**ART 204 - Painting II**

**Credits:** 3.00

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

**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Creative & Fine Arts  
**Pre-requisites:** ART 104 Minimum Grade: D

**ART 210 - Art History Survey I**

**Credits:** 3.00

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

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

**ART 211 - Art History Survey II**

**Credits:** 3.00

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

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

**ART 212 - Ceramics II**

**Credits:** 3.00

Advanced ceramics course continues to explore hand-building, wheel-throwing techniques, glaze formulation and preparation, and the process of firing electric and gas kilns. A very specific series of assignments will be given and resolved with techniques selected by each student.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

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

### **ART 213 - Sculpture II**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

**Pre-requisites:** ART 113 Minimum Grade: D

### **ART 250 - Hist & Tech of Art Criticism**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

### **ART 260 - Renaissance and Baroque Art**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

### **ART 270 - Art in Modern World**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

**Restrictions:**

### **ART 290 - Independent Study in ART**

**Credits:** 1.00 to 12.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

### **ART 300 - Drawing III**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

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

### **ART 301 - Independent Study in Art**

**Credits:** 1.00 to 9.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **ART 304 - Painting III**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

**Pre-requisites:** ART 204 Minimum Grade: D

**ART 313 - Sculpture III****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**Pre-requisites:** ART 213 Minimum Grade: D**ART XXX - Art Elective****Credits:** 3.00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Creative & Fine Arts**Athletic Training Education****ATC 100 - Intro. to Athletic Training****Credits:** 1.00

This course introduces students to both the profession of athletic training and the UNE Athletic Training Education Program.

Through the use of lecture and lab formats, the students become familiar with the role of the Certified Athletic Trainer as an allied health care professional in numerous settings, including clinic/industrial, high school, professional, and college.

Additionally, students are introduced to and allowed to practice essential clinical skills in prophylactic taping and wrapping.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**ATC 101 - Injury Prevention and Risk Mgt****Credits:** 3.00

This course provides students with the essential foundations of athletic and orthopaedic injury prevention, recognition, and management, and includes topics such as basic functional anatomy, medical terminology and injury classification, common athletic and orthopaedic injury mechanisms, pre-participation physical screening, and emergency action planning.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**ATC 150 - Acute Care of Injury & Illness****Credits:** 2.00

This course introduces the topics of first aid and cardiopulmonary resuscitation (CPR) to students preparing for employment in the sport and allied health fields. Immediate first aid and injury management for the active population will be the focus of the course, which incorporates the American Red Cross (ARC) CPR for the Professional Rescuer curriculum. Students completing the course will also have the option to become certified in ARC First Aid and CPR for the Professional Rescuer.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**ATC 299A - Athletic Train Clinical Exp I****Credits:** 2.00

This is the first of six courses designed to provide students with essential knowledge and clinical skills in athletic training. Working under the direct supervision of an Approved Clinical Instructor, students are introduced to, allowed to practice, and evaluated on clinical skills relating to the prevention, assessment, and management of athletic and orthopaedic injuries with an emphasis on risk management and injury prevention. Learning Over Time is facilitated through review and re-evaluation of knowledge and skills obtained in previous coursework, and clinical integration occurs through simultaneous field experience rotations at affiliated sites throughout Southern Maine.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Restrictions:** Must be enrolled in one of the following Major(s):

Athletic Training Education

**Pre-requisites:** ATC 150 Minimum Grade: C and ATC 100 Minimum Grade: C**ATC 299B - Athletic Train Clinic Exp 2****Credits:** 2.00

This is the second of six courses designed to provide students with essential knowledge and clinical skills in athletic training. Working under the direct supervision of an Approved Clinical Instructor, students are introduced to, allowed to practice, and evaluated on clinical skills relating to the prevention, assessment, and management of athletic and orthopaedic injuries with an emphasis on risk management and injury prevention. Learning Over Time is facilitated through review and re-evaluation of knowledge and skills obtained in previous coursework, and clinical integration occurs through simultaneous field experience rotations at affiliated sites throughout Southern Maine.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Restrictions:** Must be enrolled in one of the following Major(s):

Athletic Training Education

**Pre-requisites:** ATC 299A Minimum Grade: C**ATC 302 - Assess Ath & Orthopaed Inj I****Credits:** 3.00

First of two courses focusing on the analysis of athletic and orthopaedic injury mechanisms and their manifestations on various areas of the human body. Students will be introduced to orthopaedic and athletic injury evaluation techniques and theory as they relate to the head, face, spine, trunk, abdomen, hip, and thigh. Special attention will be given to the predisposing health of the

athlete/individual, differential diagnosis, appropriate referral protocols, and proper medical documentation. Practical laboratory experience for this course will be obtained in ATC 399A (taken concurrently).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Co-requisites:** ATC 399A

**Pre-requisites:** ATC 101 Minimum Grade: C and BIO 345 Minimum Grade: D and ATC 299B Minimum Grade: C

### **ATC 304 - Assess Ath & Orthopaed Inj II**

**Credits:** 3.00

Second of two courses focusing on the analysis of athletic and orthopaedic injury mechanisms and their manifestations on various areas of the human body. Students will be introduced to orthopaedic and athletic injury evaluation techniques and theory as they relate to the shoulder, elbow, wrist/hand, knee, lower leg, ankle, and foot. Special attention will be given to the predisposing health of the athlete/individual, differential diagnosis, appropriate referral protocols, and proper medical documentation. Practical laboratory experience for this course will be obtained in ATC 399B (taken concurrently).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Co-requisites:** ATC 399B

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

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

**Credits:** 3.00

This course presents the opportunity for students to study the structure and functional relationships of the musculoskeletal system of the human body. Primary emphasis is placed on the limbs, trunk, and the peripheral aspects of the central nervous system. The laboratory format utilizes prosected, cadaveric and anatomical models, and athletic training faculty provide curricular connection to the prevention, evaluation, and management of athletic and orthopaedic injuries.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

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

**Credits:** 2.00

This is the third of six courses designed to provide students with critical knowledge and clinical skills in athletic training. Working under the direct supervision of an Approved Clinical Instructor, students are introduced to, allowed to practice, and evaluated on clinical skills relating to the prevention, assessment, and management of athletic and orthopaedic injuries with an emphasis on injury recognition, differential diagnosis, and clinical evaluation. Learning Over Time is facilitated through review and re-evaluation of knowledge and skills obtained in previous coursework, and clinical integration occurs through simultaneous field experience rotations at affiliated sites throughout Southern Maine.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

Athletic Training Education

Exercise & Health Promotion

**Co-requisites:** ATC 302

**Pre-requisites:** ATC 299B Minimum Grade: C

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

**Credits:** 2.00

This is the fourth of six courses designed to provide students with critical knowledge and clinical skills in athletic training. Working under the direct supervision of an Approved Clinical Instructor, students are introduced to, allowed to practice, and evaluated on clinical skills relating to the prevention, assessment, and management of athletic and orthopaedic injuries with an emphasis on injury recognition, differential diagnosis, and clinical evaluation. Learning Over Time is facilitated through review and re-evaluation of knowledge and skills obtained in previous coursework, and clinical integration occurs through simultaneous field experience rotations at affiliated sites throughout Southern Maine.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Co-requisites:** ATC 304

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

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

**Credits:** 1.00 to 9.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

**Credits:** 3.00

Advanced athletic training course that focuses on the ways in which human anatomy and injury mechanisms are affected by the use of current athletic training modalities such as ultrasound, electrical muscle stimulation, iontophoresis, and massage.

Special attention will be given to the indications, contraindications, and biophysics of each modality, as well as how it fits into the larger treatment plan. Practical laboratory experience for this course will be obtained in ATC 499A (taken concurrently).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Co-requisites:** ATC 499A

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

**ATC 440 - Therapeutic Exercise****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:** EXS 310 Minimum Grade: C**ATC 450 - Medical Aspects of Sport****Credits:** 3.00

Advanced athletic training course designed to provide students with the knowledge, skills, and values that the entry-level Certified Athletic Trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. Pharmacological applications, including the awareness of the indications, contraindications, precautions, and interactions of medications, and the governing regulations relevant to the treatment of injuries to and illnesses of athletes and the physically active will also be discussed.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:** ATC 440 Minimum Grade: C**ATC 480 - Admin Athletic Training Prog****Credits:** 3.00

Advanced athletic training course designed to provide students with the opportunity to apply concepts of program administration and risk management as they relate to the delivery of athletic health care. Special attention will be given to the developmental theory of policies and procedures that accompany the daily functioning of an athletic health care program. Students are encouraged to synthesize knowledge and skills acquired in earlier coursework in preparation of becoming entry-level Certified Athletic Trainers.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Pre-requisites:** ATC 450 Minimum Grade: C**ATC 499A - Ath Train. Clinical Exp 5****Credits:** 2.00

This is the fifth of six courses designed to provide students with advanced knowledge and clinical skills in athletic training. Working under the direct supervision of an Approved Clinical Instructor, students are introduced to, allowed to practice, and evaluated on clinical skills relating to the prevention, assessment, and management of athletic and orthopaedic injuries, with an emphasis on athletic health care management, including the use of therapeutic modalities. Learning Over Time is facilitated through review and re-evaluation of knowledge and skills obtained in previous coursework, and clinical integration occurs through simultaneous field experience rotations at affiliated sites throughout Southern Maine.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Restrictions: Co-requisites:** ATC 430**Pre-requisites:** ATC 399B Minimum Grade: C and ATC 440 Minimum Grade: C**ATC 499B - Athletic Train Clinic Exp 6****Credits:** 2.00

This is the last of six courses designed to provide students with advanced knowledge and clinical skills in athletic training. Working under the direct supervision of an Approved Clinical Instructor, students are introduced to, allowed to practice, and evaluated on clinical skills relating to the prevention, assessment, and management of athletic and orthopaedic injuries, with an emphasis on information synthesis. Learning Over Time is facilitated through review and re-evaluation of knowledge and skills obtained in previous coursework, and clinical integration occurs through simultaneous field experience rotations at affiliated sites throughout Southern Maine. Special attention is given to the preparation of students for the NATABOC Certification Examination.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Restrictions: Pre-requisites:** ATC 499A Minimum Grade: C**Biology****BIO 100 - Biology I****Credits:** 4.00

This course is an introduction for students to basic concepts and unifying principles of biology. Topics covered include cell and molecular biology, energetics, reproduction, evolution, and heredity. Fieldwork and laboratory are an integral part of the course. Required of all Biology, Environmental, and Psychobiology majors.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** BS-Biological Sciences

BS-Chemistry/Physics

BS-Env Science and Studies

**Co-requisites:** BIO 100L**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021 Minimum Grade: D

**BIO 100L - Biology I Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 100**BIO 101 - Biology II****Credits:** 4.00

Course continues the concepts of Biology I with a focus on cell and organisms of life on earth and the scientific method.

Fieldwork and laboratory are an integral part of the course. Required of all Biology, Environmental, and Psychobiology majors.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

BS-Env Science and Studies

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

Psychobiology

**Co-requisites:** BIO 101L**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021 Minimum Grade: D**BIO 101L - Biology II Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 101**BIO 104 - General Biology****Credits:** 4.00

Ecology, evolution, energy processes, genetics and cellular structure and function are primary topics of study. Emphasis is on the interactions between living and nonliving things as well as the interrelationships between living organisms (including humans). Issues in science, technology and society will also be explored. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the natural world. This course is NOT designed for Biology, Environmental, and Psychobiology majors.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 104L**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021 Minimum Grade: D**BIO 104L - General Biology Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 104**BIO 108 - Intro Human Biology I****Credits:** 4.00

This course is an introductory study of the fundamental concepts of biology by examining their implications for the human organism. We will begin with a study of the basic principles of chemistry and molecules, which serve as the basis for the structure ( anatomy) and function ( physiology) of human beings. The basic living unit of human, the cell, will next be examined, with respect to its roles in using and generating energy, maintaining homeostasis. Other topics such as tissue, mobility and neuronal integration will also be discussed in this course. A three-hour laboratory session is an integral part of the course. Only offered at WCC.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 108L**BIO 108L - Intro Human Biology Lab I****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 108**BIO 109 - Intro to Human Biology II****Credits:** 4.00

A general introduction to human structure (anatomy) and functions (physiology). The human organism is examined from the basic cellular level through organ systems, to interaction with the outside world. Pertinent health topics are also discussed. Each of the major organ systems in human beings will be analyzed with respect to their function (physiology) and malfunction (pathophysiology), role in human health, and the consequences to human interactions with their environment. A three-hour laboratory session is an integral part of the course. Only offered at WCC.

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

**Co-requisites:** BIO 109L

**Pre-requisites:** BIO 108 Minimum Grade: C-

### **BIO 109L - Intro Human Biology II**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 109

### **BIO 150 - Intro to Oceanography**

**Credits:** 4.00

This course is meant to serve as a general elective course. It provides students with a fundamental overview of the four major branches of ocean science: geology, chemistry, physics, and biology. It will address these areas in terms of broad concepts in science making it accessible to students with little formal training in the sciences. The laboratory will provide hands-on exercises to reinforce concepts learned in class. Much of the work will be done in groups to stress shared learning and model the way science is often carried out. Note: This course does fulfill a lab science core requirement for non-biology and non-environmental majors. It does not fulfill the BIO 360 Oceanography requirement for Marine Biology & Biological Science majors.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 150L

### **BIO 180H - Honors Biology**

**Credits:** 4.00

An advanced introductory biology course offered to selected freshmen students. This course will cover the topics and concepts of the Bio 100-101 sequence but at a faster rate and with more in-depth and student-centered learning activities. Limited to students admitted into the honors program.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 180HL, ENG 180H

### **BIO 180HL - Honors Biology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 180H, ENG 180H

### **BIO 200 - Genetics**

**Credits:** 5.00

This course presents an integrated approach to the two major branches of genetics-classical Mendelian genetics and molecular genetics. Topics covered include inheritance, transcription/translation, mutation, chromosome structure, genomics and molecular evolution. The associated lab provides students with an opportunity to explore the techniques and technologies of modern genetics including PCR, gel electrophoresis and computer analysis of DNA sequences. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 200L, BIO 200S

**Pre-requisites:** ( BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR ) and ( LAC 022 Minimum Grade: C- or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 )

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 200, BIO 200S

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 200, BIO 200L

### **BIO 202 - Intro to Forensic Science**

**Credits:** 4.00

This course will focus on the study and employment of modern medical and forensic scientific analysis to the field of criminal investigations. Students will receive instructions in human body and skeletal structure and learn to apply this knowledge to the identification of human remains and death investigation. The course will also cover topics in gunshot wounds and ballistics, counter-drug operations, explosives, arson, and fire investigations. Additional information on toxicology, DNA analysis, fingerprinting, as well as disaster response and organization of emergency medical services to mass fatalities will be presented. Suggested prerequisites/coreqs: General Biology, General Chemistry. Eight previous credits of 100 level Biology is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**BIO 203 - Histology****Credits:** 4.00

The structure of animal cells; basic types of tissues, and their combination into organs are studied. Laboratory work includes the microscopic study of cells, tissues and organs through microscope slide preparations. Completion of BIO 345 is highly recommended. Eight previous credits of 100 level Biology is required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 203L**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR**BIO 203L - Histology Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 203**BIO 204 - Parasitology****Credits:** 4.00

A survey of selected protozoan and helminthes 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. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 204L**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR**BIO 204L - Parasitology Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 204**BIO 208 - Intro Anatomy & Physiology I****Credits:** 4.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 208L**BIO 208L - Intro Anatomy & Phys Lab I****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 208**BIO 209 - Intro Anatomy & Physiology II****Credits:** 4.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 209L**Pre-requisites:** BIO 208 Minimum Grade: C-**BIO 209L - Intro Anatomy & Phys II Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 209**BIO 210 - Introduction to Bio Research****Credits:** 1.00 to 9.00

This course is for biology majors who may wish to undertake directed research as a special course. A carefully prepared written plan of proposed research must be presented to and be approved by the instructor prior to registration. Typically reserved for second-year standing DBS status with a minimum of a "B" average.

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

**Restrictions:** May not be enrolled in one of the following Program(s):

BS-Biological Sciences

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

2nd Semester Freshman

1st Semester Sophomore

2nd Semester Sophomore

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

#### **BIO 215 - Microtechniques**

**Credits:** 3.00

In this laboratory course students learn to prepare thin sections of vertebrate organs for microscopic observation. Techniques and topics include fixation, sectioning, staining, and mounting. A field trip to a nearby pathology laboratory is included. Eight previous credits of 100 level Biology is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: C-

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

**Credits:** 3.00

Principles and practices of aquaculture from many perspectives. Topics include culture methods, hatchery management, product processing and environmental issues. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR

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

**Credits:** 4.00

Principles and practices of aquaculture from many perspectives. Topics include culture methods, hatchery management, product processing and environmental issues. Eight previous credits of 100 level Biology (C- or higher) required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 222L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 222

#### **BIO 223 - Hlth, Nutr, Feed Cultured Org**

**Credits:** 4.00

A combined lecture and hands-on laboratory course in selected techniques in finfish and shellfish culture. Topics covered include anatomy of cultured species of fin and shellfish, reproductive physiology of fishes and bivalves, larval fish feeding. It includes site visits to commercial hatcheries and farms.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 223L

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

#### **BIO 223L - Hlth, Nutr, Feed Cult. Org Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Day Division

**Department:** Biological Sciences

**Co-requisites:** BIO 223

#### **BIO 224 - Remote Sensing & GIS**

**Credits:** 4.00

Remote sensing collects information about an object and its surroundings without any physical contact. This course will concentrate on aerial photography and satellite measurements, as well as sonar, radar and other techniques. Applications to environmental monitoring, oceanography, agriculture, resource management, archeology and other disciplines will form the basis of the course. Students will also gain experience using Geographic Information Systems (GIS). GIS is a way to enter, store, manipulate, analyze and display geographic or spatial data. The classroom and lab sessions are combined and taught in the computer laboratory with portions of time being devoted to theory, followed by application using remote sensing data and GIS. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 224L

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR

#### **BIO 224L - Remote Sensing & GIS Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 224

**BIO 226 - Microbiology**

**Credits:** 4.00

The biology of microorganisms: fundamental principles, morphology, physiology, and the classification of microorganisms. The course emphasizes microbial metabolism. Laboratory provides a review of procedures used to isolate and identify microorganisms. Eight previous credits of 100 level Biology or BIO 209 (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions: Co-requisites:** BIO 226L

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR or BIO 209

Minimum Grade: C- or BIO 108 Minimum Grade: C-

**BIO 226L - Microbiology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 226

**BIO 230 - Directed/Indep Study in BIO**

**Credits:** 1.00 to 9.00

In this course students pursue directed studies under the supervision of a faculty sponsor. Students may engage in study of topics that are not part of the regularly offered courses. Reserved for first or second-year biology majors with a minimum of a "B" average. Permission of faculty sponsor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

2nd Semester Sophomore

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

Minimum Grade: TR or BIO 180H Minimum Grade: C-

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

**Credits:** 4.00

This course uses an organ systems approach to examine the workings of the human body. Students are introduced to fundamental concepts of cellular biology, histology and physiology. Topics include the integumentary, skeletal, muscular and nervous systems. The courses places emphasis on homeostasis and addresses pathophysiological processes. Emphasis is on the interdependent relationships between systems. Case history discussions of various illnesses help to reinforce system inter-relationships. Laboratory sessions are designed to reinforce lecture concepts using dissection, models, and interactive electrophysiology equipment. Eight previous credits of 100 level biology or BIO 104 (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 245L

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO 104 Minimum Grade: C- or BIO XXX

Minimum Grade: TR

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 245

**BIO 250 - Marine Biology**

**Credits:** 4.00

This course serves as an introduction to the marine flora and fauna common in and along the northwest Atlantic. Lecture and laboratory components will emphasize hands-on and field experiences. The course also allows students to meet the marine biology faculty. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions: Co-requisites:** BIO 250L

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR

**BIO 250L - Marine Biology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 250

**BIO 251 - Plants of New England**

**Credits:** 4.00

A study of the vegetation of the northeastern U.S. and its ecology. The course serves as an introduction to the flora and various

plant communities in the area. We will study major species found within these communities and their adaptations to specific habitats. The importance of plants to human societies will also be addressed. Frequent field trips will illustrate concepts to be discussed in class. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 251L

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 251

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

**Credits:** 3.00

This class will emphasize study of the marine mammals found in the North Atlantic. Via readings, lectures and videos, we will investigate their ecology, behavior, unique anatomical features, and interactions with humans. Additional Marine mammal groups will be reviewed at the end of the semester. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR

#### **BIO 275H - Intro to Honors Research**

**Credits:** 1.00 to 9.00

Hands-on experience with research methodologies through participation in an existing research project of an individual faculty member. This experience provides the honors student with training in field, laboratory or library research skills, experience with data collection and analysis, as well as training in the scientific method. Honors students may enroll for multiple terms with different faculty. Students typically enroll in the course during the second semester sophomore year. This course is limited to students in the honors program.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Pre-requisites:** BIO 180H Minimum Grade: C-

#### **BIO 290 - Biological Topics**

**Credits:** 3.00

This course is designed for students who wish to study special biological topics in a lecture format that are not available in the formal course offerings of the department. These studies are affected through directed readings, supervised library research, and presentation of oral and written reports by the students. This course may be repeated with a change in topic. Topics will change by semester but may include: vertebrate biology, tropical biology, coral reef ecology, and arctic biology. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:**

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR

#### **BIO 291 - Biological Topics**

**Credits:** 4.00

This course is designed for students who wish to study special biological topics in a lecture and laboratory setting that are not available in the formal course offerings of the department. These studies are affected through directed readings, supervised library research, and presentation of oral and written reports by the students. This course may be repeated with a change in topic. Topics will change by semester but may include: vertebrate biology, tropical biology, coral reef ecology, and arctic biology. Eight previous credits of 100 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 291L

**Pre-requisites:** BIO 101 Minimum Grade: C- or BIO 180H Minimum Grade: C- or BIO XXX Minimum Grade: TR

#### **BIO 291L - Biological Topics Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 291

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

**Credits:** 3.00 to 4.00

First and second year students in the Biological Sciences disciplines are encouraged to apply theory and methods in the practical environment of a public or private research facility, a government agency, an advocacy group, or other organization for a semester or summer of part- or full-time work experience. Students agree to follow a curriculum guideline as outlined in the DBS Internship Packet. Grades are determined by the Internship Coordinator and reflect assignments including on-site work performance, regular discussion sessions with the Internship Coordinator and a final site supervisor evaluation. Students must apply for the Internship course through the Internship Coordinator, and students are assisted in researching, finding and applying for local, regional, national and international internship positions. Among others, students are encouraged to seek opportunities with the UNE Marine Science Center, Bigelow Laboratories for Ocean Sciences, and Southern Maine Medical

Center. Pre-approval of Internship Coordinator required prior to registration.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

2nd Semester Sophomore

### **BIO 298 - Undergraduate Speaker Series**

**Credits:** 1.00

An introduction to biological research through presentations by UNE faculty and invited speakers on a variety of research topics. Students participate in discussions with the speaker about their research academic history, and what it means to be a biologist.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** May not be enrolled in one of the following Program(s):

BS-Biological Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

2nd Semester Sophomore

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

**Credits:** 6.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

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

Athletic Training Education

Exercise & Health Promotion

Exercise Science

Medical Biology/Health Science

Medical Biology/Biochemistry

Medical & General Biology

Medical Biology

Med Bio/Pre-Physician Asst

Occupational Therapy

Medical Biology/Health Science

**Co-requisites:** BIO 302L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 302

### **BIO 309 - Pathophysiology**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

### **BIO 310 - Phycology**

**Credits:** 4.00

A detailed study of the phytoplankton and macroalgae designed to give the student a thorough knowledge of the morphology, physiology, life histories, ecology and economic value of these important protists. Field trips are conducted along the New England coastline from Canada to Cape Cod to observe habitat variations and species composition. Eight previous credits of 100 level Biology and three previous credits 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior  
 2nd Semester Senior  
**Co-requisites:** BIO 310L

### **BIO 310L - Phycology Lab**

**Credits:** .00  
**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences  
**Co-requisites:** BIO 310

### **BIO 319 - Ornithology**

**Credits:** 4.00  
 A survey of the world's major families of birds. Topics include evolution, classification, distribution, anatomy, ecology, behavior and vocalization, nesting, migration and identification. Birds are an integral and conspicuous element of the natural world. As such, they provide an opportunity for the application of principles and concepts of scientific observation. Fieldwork and laboratory are an integral part of the course. Eight previous credits of 100 level Biology and three previous credits 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences  
**Restrictions:** Must be enrolled in one of the following Class(es):  
 2nd Semester Sophomore  
 1st Semester Junior  
 2nd Semester Junior  
 1st Semester Senior  
 2nd Semester Senior  
**Co-requisites:** BIO 319L

### **BIO 319L - Ornithology Lab**

**Credits:** .00  
**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences  
**Co-requisites:** BIO 319

### **BIO 320 - Invertebrate Zoology**

**Credits:** 4.00  
 A general study of the invertebrate phyla with special emphasis on their morphology, life histories, distributions, and phylogenetic relationships. Students will acquaint themselves with the inshore marine invertebrates through field trips to neighboring marine habitats. Laboratory work involves identification and dissection of common invertebrate species.

**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences  
**Co-requisites:** BIO 320L  
**Pre-requisites:** BIO 250 Minimum Grade: C-

### **BIO 320L - Invertebrate Zoology Lab**

**Credits:** .00  
**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences  
**Co-requisites:** BIO 320

### **BIO 322 - Comparative Animal Physiology**

**Credits:** 4.00  
 This course will take a comparative approach to the physiology of animals. Students are introduced to a variety of animal systems and homeostatic and adaptive mechanisms. Adaptive mechanisms from the molecular to the organismal level will be considered. Eight previous credits of 100 level Biology and three previous credits of 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences  
**Restrictions:** Must be enrolled in one of the following Class(es):  
 2nd Semester Sophomore  
 1st Semester Junior  
 2nd Semester Junior  
 1st Semester Senior  
 2nd Semester Senior  
**Co-requisites:** BIO 322L  
**Pre-requisites:** ( CHE 111 Minimum Grade: C- or CHE 130 Minimum Grade: C- ) and ( MAT 150 Minimum Grade: C- or PSY 225 Minimum Grade: C- )

### **BIO 322L - Comparative Animal Phys lab**

**Credits:** .00  
**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** Biological Sciences  
**Co-requisites:** BIO 322

**BIO 323 - Prin Aquarium Operations/Sci****Credits:** 4.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 323L**Pre-requisites:** BIO 221 Minimum Grade: C-**BIO 323L - Prin Aquarium Science Oper Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 323**BIO 325 - Marine Sci Speaker Series****Credits:** 1.00

This seminar will provide students an opportunity to meet faculty members and practitioners and learn about their research and professional interests. Discussions of primary source literature articles will alternate with speaker presentations.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Pre-requisites:** BIO 250 Minimum Grade: C-**BIO 330 - Comparative Vertebrate Anatomy****Credits:** 5.00

This course is a study of vertebrate structure and function. Lecture focuses on concepts of vertebrate morphology while the laboratory places emphasis on the student's knowledge of anatomical form and function. Laboratory is an integral part of the course. Eight previous credits of 100 level Biology and three previous credits of 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Class(es):

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 330L**BIO 330L - Comparative Vert. Anat. Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 330**BIO 331 - Biology of Fishes****Credits:** 4.00

Ichthyology encompasses the study of fishes, including major groups such as the jawless, cartilaginous and bony fishes. Lecture material will cover morphology, physiology, development, behavior, evolution, and ecology of this diverse group of vertebrates. Laboratory work will center on identification of field collected specimens in order to become familiar with the major fish families in both the fresh and marine waters of Maine. The course objectives are to develop a broad knowledge of the adaptations of fishes to their environment, to develop knowledge of the scientific classification of fishes, to develop species identification skills, and to develop critical thinking skills related to fish ecology.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Class(es):

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 331L**BIO 331L - Biology of Fishes Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 331**BIO 333 - Evolution****Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Pre-requisites:** BIO 200 Minimum Grade: C-

### **BIO 335 - Animal Behavior/Behav Ecology**

**Credits:** 4.00

This course emphasizes the study of the behavior of animals in their natural environment. The course reviews the underlying mechanisms of behavior (genetics, evolution, physiology), the behavior of individuals (migration, habitat selection, foraging), as well as behavioral interactions (predator-prey, social behavior, sexual selection, parental care, mating systems and altruism). The laboratory includes both field and lab investigations of these topics as well as videos demonstrating species and concepts discussed in class. Eight previous credits of 100 level Biology (C- or higher) and one statistics related course is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

2nd Semester Freshman

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 335L

**Pre-requisites:** MAT 150 Minimum Grade: C- or MAT 120 Minimum Grade: C- or MAT 250 Minimum Grade: C- or MAT 230

Minimum Grade: C- or MAT 322 Minimum Grade: C- or PSY 225 Minimum Grade: C- or PSY 255 Minimum Grade: C-

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 335

### **BIO 340 - Embryology**

**Credits:** 4.00

This course provides an overview of human reproductive anatomy, gametogenesis, and fertilization. Comparative ontogenetic processes of cleavage, gastrulation, and organogenesis are covered in depth. Embryogenesis of an amphibian, a bird, and a mammal are studied in the laboratory. Eight previous credits of 100 level Biology and three credits of 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 340L

### **BIO 340L - Embryology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 340

### **BIO 343 - Topics Biology**

**Credits:** 3.00

**SCIENTIFIC DIVING:** This course provides the fundamental knowledge and skills necessary for safe and effective diving for scientific research purposes. Topics covered include the physics and physiology of diving, methods and techniques for underwater research, and accident management and emergency procedures. Pool and field exercises on SCUBA will complement classroom lectures. This course will also qualify students for Scientific Diver status per the standards set by the American Academy of Underwater Sciences. (AAUS).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

**Credits:** 5.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 345L

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

**BIO 345L - Gen Prin Anat/Phys/Path II Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 345**BIO 350 - Ecology****Credits:** 4.00

A study of organisms and how they interact with one another and with their nonliving environments at multiple levels - i.e., individual, population, community and ecosystem. Outdoor activities stress the interplay between field observation and experiment. Eight previous credits of 100 level Biology and three credits of 200 level Biology (C- or higher) required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Class(es):

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 350L**Pre-requisites:** MAT 120 Minimum Grade: C- or MAT 150 Minimum Grade: C- or MAT 180 Minimum Grade: C- or MAT 230

Minimum Grade: C- or MAT 250 Minimum Grade: C- or MAT 322 Minimum Grade: C-

**BIO 350L - Ecology Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 350**BIO 352L - Adv. Techniques in Biology****Credits:** 1.00 to 2.00

This course is designed for students who wish to study advanced techniques in biological topics that are not available in the formal course offerings of the department. The techniques to be offered will vary over time and will cover theory, methods and applications of specific modern methods and techniques. Topics are covered through hands-on applications, classroom lectures and student projects and presentations. This course may be repeated as techniques change. Topics will change by semester but may include: field biology techniques, museum methodologies, cell/molecular techniques and others.

**MUSEUM SPECIMEN PREPARATION:** This class will introduce students to museum preservation techniques while preparing specimens of dead stranded cetaceans and seals for the Biological Sciences collection. Students will review museum techniques including bone cleaning, degreasing, methods of articulation for display, and methods used to strengthen weak and brittle bones. Students will gain extensive knowledge of marine mammals skeletal anatomy and will take 1 or 2 field trips to museums and field stations. Priority will be given to students who have taken BIO 252 Nature History of Marine Mammals or BIO 355 Biology of Marine Mammals. Enrollment by consent of instructor only.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**BIO 355 - Biology of Marine Mammals****Credits:** 4.00

This class is an overview of the field of marine mammalogy. Aspects of marine mammal biology covered include: evolution, taxonomy, morphology, physiology, cognition, foraging and reproductive energetics, mating systems, and ecology. The laboratory includes a field trip to Harvard Museum of Comparative Zoology, videos of marine mammal research, and demonstrations of concepts discussed in class.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 355L**Pre-requisites:** BIO 250 Minimum Grade: C-**BIO 355L - Biology of Marine Mammals Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 355**BIO 360 - Oceanography****Credits:** 4.00

Application of the laws of thermodynamics and principles of chemistry, biology, and ecology to the world's oceans will be made.

Students explore the formation of the oceans, their chemical composition, physical properties, currents, and biological inhabitants. Global issues and human interactions serve to focus discussions. Laboratory is an integral part of the course. Eight previous credits of 100 level Biology and three credits of 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 360L

**Pre-requisites:** CHE 111 Minimum Grade: C- or PHY 111 Minimum Grade: C- or PHY 201 Minimum Grade: C-

### **BIO 360L - Oceanography Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 360

### **BIO 365 - Immunology**

**Credits:** 4.00

This course covers all aspect of the human immune system, with particular emphasis on how various pathways work together to protect us from infection. Immunological diseases are also covered. The lab demonstrates various immunological techniques used by both clinical and research labs. Eight previous credits of 100 Biology and three credits of 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 365L

**Pre-requisites:**

### **BIO 365L - Immunology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 365

### **BIO 370 - Cell & Molecular Biology**

**Credits:** 3.00

This course explores all aspects of cell and organelle function at the molecular level. It emphasizes protein function in major cellular processes including gene expression, protein sorting, intracellular transport, cell movement, and cell signaling. Lectures are formatted to encourage student-led discussions and include student oral presentations.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:**

**Pre-requisites:** BIO 200 Minimum Grade: C-

### **BIO 381 - Limnology**

**Credits:** 4.00

This course focuses on freshwater ecosystems as a means for understanding the interplay among physics, chemistry and biology as they relate to natural systems and human intervention. Much of the course involves field studies of local lakes, streams and ponds. Eight previous credits of 100 level Biology and three previous credits of 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 381L

### **BIO 381L - Limnology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 381

### **BIO 404 - Neuroscience**

**Credits:** 4.00

A study of the structure and function of the human peripheral and central nervous system, including vascular components and

the special senses. Nervous system control of movement is emphasized. Laboratory experience includes anatomical models and human nervous system material (dissection/sections).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

### **BIO 406 - Human Genome Project Ethics**

**Credits:** 3.00

How much do you really want to know about your genetic inheritance? How much do you want others to know? Should you choose your children's genes or leave it to chance? Should employers, insurance companies, or law enforcement screen people for their genetic predisposition? Should we improve the human population by eliminating genetic disorders or by raising intelligence levels? Should human genes be patented and used for profit? Questions such as these are raised by the Human Genome Project. Co-sponsored by the departments of biology and philosophy, this course will provide an understanding of the scientific aspects of these issues while developing skills in recognizing and analyzing the ethical and social dimensions of them. Three previous credits of 300 level Biology (C- or higher) is required. Note: This course is cross listed with PHI 406 which can be used as an advanced humanities elective.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** May not be enrolled in one of the following Program(s):

BS-Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:**

### **BIO 410 - Biological Sciences Research**

**Credits:** 1.00 to 9.00

This course is for advanced students who wish to undertake directed research as a special course. Prerequisites: 1) A carefully prepared written plan of proposed research must be presented to and approved by the instructor prior to registration; 2) Must be a third or fourth year biology sciences, major with a minimum of a "B" average; 3) Must have previously completed one 200 level and one 300 level biology course with a combined "B" average; 4) Must register in person with instructor signature required.

**College:** College of Arts & Sciences

**Division:** Day Division

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

**Credits:** 1.00 to 9.00

In this course students pursue directed studies under the supervision of a faculty sponsor. Students may engage in study of topics which are not part of the regularly offered courses. A carefully prepared written plan of study and evaluation approved in advance by the instructor is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **BIO 420 - Marine Biology Topics**

**Credits:** 3.00

This is an upper-level seminar course exploring in detail an advanced topic in marine biology. Topics can include new areas of marine biology such as: threatened and endangered marine mammals and marine resource ecology. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester. Recent topics include:

**MARINE MAMMALS & POLICY:** In this course marine mammals, particularly threatened and endangered species, are used as case studies to study legislation designed to protect them. We will examine the Endangered Species Act, the Marine Mammal Protection Act, Recovery Plans, and other governmental efforts to protect species in jeopardy. We will also evaluate whether or not these efforts have succeeded in improving population numbers for these species. Current controversies concerning marine mammals such as noise in the ocean will be investigated, and several experts in the field will discuss these issues with the class. Participation in class discussions and student presentations are required in this class.

**DEEP SEA BIOLOGY:** This course will investigate the unique biology associated with life in the deep oceans. Specific themes will vary depending on student-generated interests but may include: physiology and ecology of bioluminescence, pressure effects, chemosensory and mechanosensory adaptations, evolutionary questions, specialized fauna (chemosynthesis-based communities), problems of reproduction, metabolism, collection, identification and systematics. Students will be expected to

develop presentations on topic areas of their own choosing. The instructor will provide background lectures and highlight topic areas suitable for developing student-lead discussions.

**MARINE CONSERVATION BIOLOGY:** The course studies an important component in determining the cause of species decline, specifically extinction due to over-exploitation, habitat destruction, and the introduction of non-native species. Closely related species react dissimilarly to disturbances and knowing how species interact behaviorally with their environment is a key to understanding how they might be best conserved. The impact of humans can be reduced through modifying human behavior is an important component of conservation studies. The marine environment presents a unique set of challenges to conservation biologists, and emphasis will be on marine species and examination of case studies.

**College:** College of Arts & Sciences

**Division:** Day Division

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:**

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

### **BIO 421 - Marine Biology Topics with Lab**

**Credits:** 4.00

This is an upper-level seminar and laboratory course exploring in detail an advanced topic in marine biology. Topics can include new areas of marine biology, threatened and endangered marine mammals, and marine resource biology. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester. Recent topics include:

**BIODIVERSITY:** This course will explore the range of life on Earth from microbes to humans. Representatives of all recognized kingdoms, their evolutionary history and ecological interactions, will constitute the focus of this course. Students will research various topics for class discussions and presentations, based on selected readings and primary texts.

**POLAR BIOLOGY:** The Arctic and Antarctic are literally poles apart, not only geographically, but with respect to the organisms that have adapted to these extreme environments. This seminar course compares and contrasts the two polar regions: the Antarctic, a continent surrounded by the vast Southern Ocean, and the Arctic, an ocean surrounded by land. A multidisciplinary approach to the study of polar organisms (including evolution, ecology, physiology, geology, paleontology, oceanography, meteorology, anthropology, and conservation) affords students from a variety of backgrounds an opportunity to investigate topics of particular interest to them while learning much about life at the "ends of the Earth." A major component of this course involves student research projects based on primary literature.

**CORAL REEF BIOLOGY:** This course is designed to give students an overall view of the biology of coral reefs. Topics to be covered will include the making of a coral reef, community structure, pharmaceuticals from the sea, customary marine tenure, artificial reefs and reef rehabilitation, the role of coral reefs in the carbon cycle, reef management, the health of the world's reefs, and discussion of the Coral Reef Initiative. We will also read and discuss current journal publications concerning bleaching events, marine protected areas, and weather and anthropogenic effects to the health of the world's coral reefs.

**TROPICAL BIOLOGY:** Tropical biology deals with the equatorial regions circling the earth between latitudes 23 1 2 degrees north (Tropic of Cancer) and south (Tropic of Capricorn). Included here are some of the world's richest and most threatened ecosystems. Tropical rainforests, for example, cover only 7% of the earth's surface but contain over half of its biodiversity; less than 5% of these forests are formally protected by parks and reserves. This course will examine tropical ecosystems worldwide, including forests, savannas, rivers and floodplains, mangroves and coral reefs, with emphasis on the Neotropics. We will address conservation issues facing these threatened regions as human populations increase and resources are strained.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 421L

**Pre-requisites:** BIO 250 Minimum Grade: C- or BIO 350 Minimum Grade: C- or BIO 360 Minimum Grade: C-

### **BIO 421L - Marine Biology Topics Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 421

### **BIO 430 - Molecular Biology Topics**

**Credits:** 3.00

This upper-level seminar course explores 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 lectures to provide a base of knowledge; thereafter the course focuses on student presentations of current research articles.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** CHE 351 Minimum Grade: C- or CHE 310 Minimum Grade: C- or BIO 370 Minimum Grade: C-**BIO 431 - Molecular Biology Topics w/Lab****Credits:** 4.00

This upper-level seminar and laboratory course explores new and advanced topics in molecular biology. Topics vary from term to term, but may include genetics of cancer, stem cell research, and other current topics.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 431L**Pre-requisites:** CHE 351 Minimum Grade: C- or CHE 310 Minimum Grade: C- or BIO 370 Minimum Grade: C-**BIO 431L - Molecular Biology Topics Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 431**BIO 440 - Medical Biology Topics****Credits:** 3.00

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

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** CHE 211 Minimum Grade: C-**BIO 441 - Medical Biology Topics w/Lab****Credits:** 4.00

This is an upper-level seminar and laboratory course exploring in detail an advanced topic in medical biology such as medicinal chemistry. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 441L**BIO 441L - Medical Biology Topics Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Biological Sciences**Co-requisites:** BIO 441**BIO 450 - Biology Topics****Credits:** 3.00

This is an upper-level seminar course exploring in detail an advanced topic in biology such as: biodiversity, pathogenesis, and developmental genetics. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester. Recent topics include:

**DEVELOPMENTAL GENETICS:** This course involves reading and discussion of research papers and reviews articles that explore the genes that drive developmental processes in worms, flies and mammals.

**PATHOGENESIS:** This course will acquaint students with the latest work in bacterial pathogenesis. Course topics will be based on the study and review of journal articles. This course directs students towards thinking critically and developing verbal presentation skills when discussing scientific data. Additionally, students work and discuss scientific ideas with other students.

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

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

### **BIO 451 - Biology Topics with Lab**

**Credits:** 4.00

This is an upper-level seminar and laboratory course exploring in detail an advanced topic in biology such as: biodiversity, pathogenesis and developmental genetics. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester.

**Entomology:** This course explores the fundamental topics in entomology including anatomy and physiology, behavior, ecology, and taxonomy of insects. Contemporary topics and issues in entomology such as forensics, insect pest management, insect borne diseases, and environmental issues will also be discussed. Throughout the semester students will develop their skills in identification, collection, and curation of insect specimens by assembling their own collection. This course will provide practical knowledge and skills for individuals pursuing degrees in wide range of disciplines such as medicine, veterinary sciences, behavior, ecology, forensics, and education. Weather permitting; students should expect frequent lectures outside to take advantage of living models for demonstration purposes.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 451L

### **BIO 451L - Biology Topics Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 451

### **BIO 460 - Environ Biology Topics**

**Credits:** 3.00

This upper-level seminar course explores an advanced topic in environmental biology such as: resource ecology, wildlife biology or environmental physiology. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:**

### **BIO 461 - Environ Bio Topics with Lab**

**Credits:** 4.00

This upper-level seminar and laboratory course explores an advanced topic in environmental biology such as marine resource ecology, wildlife biology or environmental physiology. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 461L

### **BIO 461L - Environ Biology Topics Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 461

### **BIO 470 - Health Biology Topics**

**Credits:** 3.00

This upper-level seminar course explores an advanced topic in health biology such as: human health, evolutionary perspectives

on human health. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester. Recent topics include:

**HUMAN HEALTH:** This upper-level course is designed to provide students with an appreciation for the contributions of evolutionary biology to medicine and public health. It begins with a series of lectures that cover fundamental principles in evolutionary biology (and ecology). This is followed by a discussion of their relevance to topics such as antibiotic resistance and emerging infectious diseases. The end of the course runs as a seminar in which students will lead class discussions about topics of their choosing, drawing upon the evolutionary (and ecological) literature.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** BIO 200 Minimum Grade: C- or BIO 350 Minimum Grade: C-

### **BIO 471 - Health Biology Topics with Lab**

**Credits:** 4.00

This upper-level seminar and laboratory course explores an advanced topic in health biology such as human health, evolutionary perspectives on human health. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** BIO 471L

### **BIO 471L - Health Biology Topics Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 471

### **BIO 480 - Topics in Physiology**

**Credits:** 3.00

This upper-level seminar course explores an advanced topic in animal physiology such as biomechanics and muscle physiology. Students explore the primary literature and conduct presentations on relevant topics. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester. Recent topics include:

**BIOMECHANICS:** This course covers a variety of topics from molecules and cells to fish, plants and mammals. The course uses comparative biomechanics to study activities and organisms. The course has direct relevance to fields as diverse as human/biomedical applications and the effects of winds and waves on plants and animals.

**MUSCLE PHYSIOLOGY:** This course focuses on the physiology of muscle contraction with an emphasis on adaptations in different species, under various conditions and challenging environments. Students explore the primary literature and conduct presentations throughout the course.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

### **BIO 481 - Physiology Topics with Lab**

**Credits:** 4.00

This upper-level seminar and laboratory course explores an advanced topic in animal physiology such as cardiovascular physiology. Three previous credits of 300 level Biology (C- or higher) is required. Topics vary by semester. Recent topics include:

**CARDIOVASCULAR PHYSIOLOGY:** The course explores the working of the cardiovascular system. It focuses on cardiovascular disease mechanisms and treatments, with added insight provided by a study of relevant public health concerns. The course includes the mechanisms of heart attacks, development of hypertension and arteriosclerosis, and the nature of cardiac arrhythmias. Emphasis is placed on the effects of aging on the cardiovascular systems. Students explore the primary literature and conduct presentations throughout the course.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

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

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

**Co-requisites:** BIO 481L

### **BIO 481L - Physiology Topics Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 481

### **BIO 485H - Honors Research Thesis**

**Credits:** 1.00 to 9.00

In this course, students pursue independent research projects under the guidance of a faculty advisor. Students learn research techniques, design an original project, and present a thesis in written and oral formats to the Honors Committee. Students are eligible to enroll in this course once they have selected a faculty mentor and their thesis proposal is approved by the Honors Committee; typically students enroll in this course for both semesters of their fourth-year.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

### **BIO 495 - Adv Biological Sci Internship**

**Credits:** 3.00 to 9.00

Third and fourth year students in the Biological Sciences are encouraged to intern in the practical environment of a public or private research laboratory, facility, government agency, advocacy group, or other organization for a semester or summer (part- or full-time work experience). Students agree to follow a curriculum guideline as outlined in the Dept. of Biological Sciences Internship Packet. Grades are determined by the Internship Coordinator and reflect an array of assignments including on-site work performance, journal keeping, regular discussion sessions with the Internship Coordinator, a site supervisor's evaluation and a written professional portfolio. Students must apply for the Internship course through the Internship Coordinator, and students are assisted in researching, finding and applying for local, regional, national and international internship positions. Among others, students are encouraged to seek opportunities with the UNE Marine Science Center, Bigelow Laboratories for Ocean Sciences, and Southern Maine Medical Center. Six previous credits of 200 level Biology (C- or higher) is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Biological Sciences

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

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

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

**Credits:** 6.00

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

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

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

Doctor of Physical Therapy

**Co-requisites:** BIO 502L

**Pre-requisites:** BIO 209 Minimum Grade: C- or BIO 309 Minimum Grade: C- or BIO 345 Minimum Grade: C-

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** BIO 502

### **BIO 504 - Neuroscience**

**Credits:** 4.00

A study of the structure and function of the human peripheral and central nervous systems, including vascular components and special senses. Students are expected to develop a solid foundation of the knowledge and skills of nervous systems as a background to their clinical practice. Neurological control of movement and musculature is emphasized. Laboratory skills include mastery of anatomical models, gross specimens and diagnostic images. Permission of instructor is required if prerequisites are not met.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

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

Doctor of Physical Therapy

**Pre-requisites:** BIO 209 Minimum Grade: C- or BIO 345 Minimum Grade: C- or BIO 309 Minimum Grade: C-

### **BIO 510 - Speaker Series**

**Credits:** 1.00

This seminar will provide students an opportunity to meet faculty members and practitioners and learn about their research and professional interests. This course will also serve as a forum for additional mentoring and professional development activities.

This course is repeatable because topics vary.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

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

PSM: Applied Bioscience

PSM: Marine Science

### **BIO 522 - Fund of Marine Science**

**Credits:** 3.00

A graduate level interdisciplinary overview of marine science with an emphasis on processes of ocean systems as related to biological life. Topics include the physics of ocean circulation, processes influencing vertical and horizontal distribution of properties, the chemistry of aqueous species (organic and inorganic), the influence of past and present processes on the ocean's sediments and basins, and the structure and function of pelagic communities. The course is divided into modules emphasizing the chemical, geological, physical and biological aspects, with interdisciplinary aspects of a wide variety of oceanic systems, such as upwelling regions, polar systems, hydrothermal vents, and oceanic gyres. The course will include exercises from the fields of biological, chemical, physical, and geological oceanography. Lab exercises are designed to complement lectures. Sample collection and analysis will be emphasized with additional focus on data analysis and interpretation. Undergraduate courses in Chemistry, Physics or Biology recommended.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

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

PSM: Marine Science

**Co-requisites:**

### **BIO 526 - Applications of Marine Science**

**Credits:** 3.00

Through the use of case study examples, this course will provide an understanding of how discoveries and principles of marine science are applied and translated in business, government, and non-profit contexts. It will examine the strengths and limitations of scientific knowledge, and the social, economic, and market pressures that mold the application process. Case studies will illustrate recent successful (and unsuccessful) commercial, management, and conservation applications of science, and will illustrate the characteristics of successful institutions and approaches.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

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

PSM: Applied Bioscience

PSM: Marine Science

### **BIO 570 - Topics in Biosciences**

**Credits:** 3.00

Select topics in bioscience to be determined, in most cases, as a directed studies.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

### **BIO 590 - Research & Thesis**

**Credits:** 1.00 to 6.00

This course is for post-baccalaureate students who wish to undertake directed research toward their MS degree. The project topic will be negotiated to meet the interests of both the student and instructor.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

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

PSM: Applied Bioscience

PSM: Marine Science

### **BIO 595 - Internship w/Project or Thesis**

**Credits:** 1.00 to 6.00

Students will work on an internship or in a research lab with a mentor in the faculty

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Biological Sciences

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

PSM: Applied Bioscience

PSM: Marine Science

### **Bus Admin - Accounting**

#### **BUAC 201 - Financial Accounting**

**Credits:** 3.00

An introduction to generally accepted accounting principles and practices, with particular emphasis on the accounting cycle and

the composition and meaning of financial statements.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **BUAC 203 - Managerial Accounting**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

**Pre-requisites:** BUAC 201 Minimum Grade: D or ACC 201 Minimum Grade: D

<b>Bus Admin - Economics</b>
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### **BUEC 100 - Contemporary Economics**

**Credits:** 3.00

This course will introduce students to the basic issues and concepts of economics. The central problems of economics will be explored; from how scarcity of resources affects our lives to how the modern market system of the United States operates. In the course the important concepts of supply and demand will be studied and then its implications will be observed in an examination of how our economy works. Discussions will focus upon how an understanding of economics can enable students to make better personal and business decisions. This course will also address globalization and international trade.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **BUEC 101 - Intro to Business and Economics**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **BUEC 104 - Economics in Context**

**Credits:** 1.50

This two-semester course is designed to introduce the student to the fundamental concepts of neoclassical and ecological economics. We will develop an in depth understanding of the assumptions, structure, uses, and limitations of the neoclassical economic model while exploring how the model explains the allocation of goods and services in the marketplace as well as market approaches to resource depletion and environmental pollution. Fundamental concepts in ecological economic thinking will be learned and applied to environmental issues that define the natural and social realities of the 21st century. Throughout the year, emphasis will be placed on critical thinking, reading, writing and oral presentations.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

**Co-requisites:** BIO 100, BIO 100L, ENV 100, ENV 150

### **BUEC 105 - Economics in Context**

**Credits:** 1.50

This two-semester course is designed to introduce the student to the fundamental concepts of neoclassical and ecological economics. We will develop an in depth understanding of the assumptions, structure, uses, and limitations of the neoclassical economic model while exploring how the model explains the allocation of goods and services in the marketplace as well as market approaches to resource depletion and environmental pollution. Fundamental concepts in ecological economic thinking will be learned and applied to environmental issues that define the natural and social realities of the 21st century. Throughout the year, emphasis will be placed on critical thinking, reading, writing and oral presentations.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

**Co-requisites:** BIO 101, BIO 101L, ENV 101, ENV 151

### **BUEC 203 - Macroeconomics**

**Credits:** 3.00

This course provides an overview of the entire U.S. economy. Topics include: the scarcity of resources, the development of American capitalism, income and employment theory, governmental fiscal and monetary policies, economic stability, Gross Domestic Product, economic growth and international trade.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **BUEC 204 - Microeconomics**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

**BUEC 370 - Money, Credit and Banking****Credits:** 3.00

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

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

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

**Pre-requisites:** ( BUEC 203 Minimum Grade: D or ECO 203 Minimum Grade: D ) and ( BUEC 204 Minimum Grade: D or ECO 204 Minimum Grade: D )**BUEC 390 - Environmental Economics****Credits:** 3.00

This course is designed to expose students to such topics as market and government failure, benefit-cost analysis, the economics of energy, Federal control policies involving air and water pollution, externalities, and environmental issues in other industrialized countries. Crosslisted w/ ENV 324.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Pre-requisites:** ( BUEC 204 Minimum Grade: D or ECO 204 Minimum Grade: D )**Bus Admin - Finance****BUFI 302 - Personal Finance****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

**BUFI 315 - Financial Management****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Pre-requisites:** ( BUAC 203 Minimum Grade: D or ACC 203 Minimum Grade: D ) and MAT 110 Minimum Grade: D and MAT 120 Minimum Grade: D**BUFI 321 - Investment Management****Credits:** 3.00

In this course, the student studies various types of stocks, bonds, government obligations and commodities, including an analysis of the various markets for investments. The course emphasizes the methods of analyzing and evaluating the rate of return of the various investment vehicles presented. Each student develops, through analysis, a mock portfolio for presentation to the class.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Pre-requisites:** BUFI 315 Minimum Grade: D or MGT 315 Minimum Grade: D**BUFI 370 - Risk Management****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Pre-requisites:** BUFI 315 Minimum Grade: D or MGT 315 Minimum Grade: D

**Bus Admin - Management****BUMG 200 - Management****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

**BUMG 210 - Communication Dynamics in Org.****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Pre-requisites:** ENG 110 Minimum Grade: D**BUMG 301 - Organizational Behavior****Credits:** 3.00

The course presents the theory, research, and practice that underlie the effective management of organizations, focusing on individuals within the organizational context. Topics covered include learning theory, perception, motivation, leadership, group dynamics, conflict, negotiations, decision-making models, communication, and innovation.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**Pre-requisites:** BUMG 200 Minimum Grade: D or MGT 101 Minimum Grade: D**BUMG 302 - Human Resource Mgmt****Credits:** 3.00

This course examines the basic personnel functions: recruitment, selection, placement, compensation, and training and career development of employees. Current government regulatory programs such as equal employment opportunity, health and safety standards, affirmative action and pension fund protection are analyzed. It develops behavioral theories of the workplace and the techniques of rational management of an organization's human resources.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

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

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

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

The role of the small business firm in the American economy, its opportunity and pitfalls, is explored in depth. Attention is focused on the processes of starting a business, buying into a business and beginning a franchised operation, and operating a small business in its early growth stages. The essentials of researching business opportunities, business plan preparation, financial planning and control, and market strategy are stressed.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**BUMG 325 - Legal Environment of Business****Credits:** 3.00

This course provides an introduction to the legal and regulatory environment of business, with particular emphasis on the structure of that environment and examples of how businesses and their employees are regulated.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **BUMG 328 - Employment Law**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

1st Semester Freshman

### **BUMG 335 - International Business**

**Credits:** 3.00

This course focuses on the global context of business and examines the following forces affecting international business: monetary systems, socio-cultural, political, legal, financial, labor, competitive and distributive, economic, marketing, market assessment and exporting.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

### **BUMG 360 - Leadership**

**Credits:** 3.00

This course focuses on the importance of leadership in today's teams and organizations, and addresses the development of leadership skills. Course components include: self-assessment of leadership, leadership theory and research, and leadership development. Strong connections are made between effective management and effective leadership. Meet prerequisite requirement or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

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

### **BUMG 400 - Management Seminar**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

### **BUMG 495A - Internship in Business Admin**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **BUMG 495B - Internship in Business Admin.**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate  
**Department:** Business Administration  
**Pre-requisites:** BUMG 495A Minimum Grade: D or MGT 495A Minimum Grade: D

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

### **BUMG 500 - Princ Bus:Science of Business**

**Credits:** 3.00

This survey course will explore a variety of business topics relevant to today's scientists, with particular emphasis on the management challenges of small business in fields related to the sciences. This course will focus on five functional areas of business (Accounting, Finance, the Legal Environment of Business, Management, and Marketing) from an applications/pragmatic perspective and on the fundamental of developing a successful business plan.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Business Administration

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

PSM: Applied Bioscience

PSM: Marine Science

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Business Administration

**Restrictions:**

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Business Administration

**Restrictions:**

<b>Busi Admin - Marketing</b>
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### **BUMK 200 - Marketing**

**Credits:** 3.00

The focus on the entire marketing system, the process by which goods and services are planned, priced, promoted, and distributed. The relationship between marketing and other basic business activities is also covered. Students analyze existing organizational marketing plans and strategies.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

1st Semester Freshman

### **BUMK 301 - Services Marketing**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate  
**Department:** Business Administration  
**Pre-requisites:** BUMK 200 Minimum Grade: D or MKT 301 Minimum Grade: D

**BUMK 310 - Advertising****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):  
1st Semester Freshman**BUMK 400 - Marketing Seminar****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** BUMK 200 Minimum Grade: D or MKT 101 Minimum Grade: D**BUMK 405 - Sales Management****Credits:** 3.00

This course focuses on the unique challenges and opportunities presented in managing a sales operation. It examines effective marketing management practices as they relate to organizational policy and sales force management.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Business Administration**Pre-requisites:** BUMK 200 Minimum Grade: D or MKT 101 Minimum Grade: D

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## 2006-2007 Course Descriptions

This is a complete listing of all courses offered by the three colleges of the University of New England. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

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

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

### Chemistry

#### **CHE 110 - General Chemistry I**

**Credits:** 4.00

An introduction to the principles of Chemistry: reaction stoichiometry and the mole concept, periodic properties of the elements, atomic and molecular structure, chemical bonding, chemical reactions, and the properties of gases and condensed phases.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 110L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 110

#### **CHE 111 - General Chemistry II**

**Credits:** 4.00

A continuation of CHE-110. Topics include: Thermodynamics, reaction kinetics, equilibrium and acid-base chemistry, redox reactions and electrochemistry, and selected topics in descriptive and organic chemistry

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 111L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 111

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

**Credits:** 4.00

A one semester survey course that presents the major concepts and principles of general, organic, and biological chemistry, and conceptual physics, with emphasis on how they are related to biological systems. This course is designed primarily for Occupational Therapy students and provides a strong basic understanding of the fundamentals of chemistry and physics. The included laboratory (two hours/week) employs a hands-on approach to emphasize concepts discussed in lecture. A thorough understanding of algebra is strongly recommended. Areas discussed include atomic theory; chemical bonding; the mole concept; acid/base and oxidation/reduction equilibria; radioactivity and nuclear chemistry; basic organic structure nomenclature and reactivity; biological chemistry; Newtonian motion; work/energy/power; sound; fluids; electromagnetic radiation; wave motion; and electricity.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 125L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 125

**CHE 130 - Principles of Chemistry****Credits:** 4.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 130L**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021 Minimum Grade: D or MAT 021 Minimum Grade: D**CHE 130L - Principles of Chemistry Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 130**CHE 210 - Organic Chemistry I****Credits:** 5.00

Organic chemistry is the chemistry of the compounds of carbon. CHE 210 is the first half of a comprehensive one-year course suitable for science majors. The first semester course includes structural and functional aspects of saturated and unsaturated hydrocarbons with various heteroatom functionalities. Discussion focuses on the mechanistic basis for organic compound reactivity. First semester laboratories concentrate on the basic techniques and procedures used in organic syntheses and separations, including microscale techniques. In addition, modern analytical techniques (nuclear magnetic resonance spectroscopy, infrared spectroscopy, and mass spectrometry) used in the identification of organic compounds will be discussed.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 210L**Pre-requisites:** CHE 111 Minimum Grade: C-**CHE 210L - Organic Chemistry I Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 210**CHE 211 - Organic Chemistry II****Credits:** 5.00

A continuation of CHE 210 with focus on complex chemical reactions and syntheses utilizing fundamental principles. The study of mechanistic functional group chemistry will be a primary focus. Second semester laboratory extends previously learned macro- and micro-scale techniques to more complex systems and explores chemistry discussed in the lecture portion of the course.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 211L**Pre-requisites:** CHE 210 Minimum Grade: C-**CHE 211L - Organic Chemistry II Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 211**CHE 280 - Intermed Inorganic Chemistry****Credits:** 2.00

Descriptive inorganic chemistry, including discussion of transition metal chemistry, coordination compounds, organometallics, and main-group elements; atomic structure; ionic and covalent molecular substances, including discussion of MO theory.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Pre-requisites:** CHE 210 Minimum Grade: C-**CHE 300 - Topics in Chemistry****Credits:** 1.00 to 3.00

This course, designed in collaboration with a faculty member, allows students to explore in detail selected chemistry or biochemistry topics that are not ordinarily covered in other courses in the curriculum. Permission of instructor required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**CHE 307 - Quantitative Analysis****Credits:** 5.00

An introduction to the theory and practice of analytical chemistry, utilizing both classical and instrumental methods. Accuracy,

precision, the understanding of theoretical concepts, especially ionic equilibria, and proper performance of lab techniques are stressed. The course is suitable for students interested in the chemical, marine, and environmental sciences, as well those interested in experimental biology or clinical aspects of chemical analysis.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 307L

**Pre-requisites:** ( Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: D ) and CHE 111 Minimum Grade: C-

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 307

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

**Credits:** 4.00

An introduction to the theory and operation of modern chemical instrumentation, with an emphasis on the analytical applications of instrumental techniques in a variety of scientific fields. Topics covered include molecular and atomic absorption and emission spectroscopy, electroanalytical chemistry, and chromatographic methods. Cannot be taken for credit after CHE 407.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 309L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 309

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

**Credits:** 4.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 310L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 310

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

**Credits:** 3.00

An introduction to the essentials of physical chemistry and its applications. Includes the following topics: thermodynamics, chemical kinetics, electrochemistry, properties of state, phase equilibria, solutions, atomic structure, bonding, and molecular spectroscopy.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

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

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

**Credits:** 5.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 350L

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

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

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** CHE 350

**CHE 351 - Biochem II:Metabolism/Bioenerg****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Pre-requisites:** CHE 350 Minimum Grade: C-**CHE 370 - Physical Chemistry I****Credits:** 4.00

A theoretical and experimental exploration of the underlying physical principles that govern the properties and behavior of chemical systems, viewed from both macroscopic and microscopic perspectives. Topics include properties of state and kinetic theory, thermodynamics, equilibrium, kinetics, and electrochemistry. Includes a weekly three-hour laboratory.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 370L**Pre-requisites:** CHE 211 Minimum Grade: C- and CHE 307 Minimum Grade: C- and MAT 195 Minimum Grade: C-**CHE 370L - Physical Chemistry I Lab****Credits:** .00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Co-requisites:** CHE 370**CHE 371 - Physical Chemistry II****Credits:** 3.00

A continuation of CHE 370, covering topics including quantum mechanics, atomic and molecular spectroscopy, and statistical mechanics.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Pre-requisites:** CHE 370 Minimum Grade: C- and MAT 200 Minimum Grade: C-**CHE 375 - Advanced Laboratory****Credits:** 2.00

An advanced, project-based, integrated laboratory course incorporating the concepts and techniques of analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Pre-requisites:** CHE 370 Minimum Grade: C-**CHE 380 - Inorganic Chemistry****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Pre-requisites:** CHE 211 Minimum Grade: C- and ( CHE 371 Minimum Grade: C- or CHE 327 Minimum Grade: C- )**CHE 400 - Special Topics in Chemistry****Credits:** 1.00 to 3.00

Special topics courses covering material not typically covered in other courses in the curriculum. Offered at the 400 level, on an occasional basis as faculty and student interest demand.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**CHE 401 - Seminar****Credits:** 1.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Chemistry/Physics**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**CHE 405 - Medicinal Chemistry****Credits:** 3.00

This course will explore the chemistry behind the activity of drugs. Among the classes of drugs to be discussed will be

antibacterials, anticancer agents, and analgesics. Discussion will include the site of drug action and drug metabolism, two topics that have a prominent role in drug research and development. Special emphasis will be placed on the relationship between the chemical structure of a drug and the biochemical effect of the drug in vivo.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:**

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

#### **CHE 407 - Instrumental Methods Analysis**

**Credits:** 5.00

An exploration of the theory, operation, and analytical applications of modern chemical instrumentation. Topics covered include basic analog and digital electronics, atomic and molecular absorption and emission spectroscopy, electroanalytical chemistry, and chromatographic methods.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Pre-requisites:** CHE 307 Minimum Grade: C- and CHE 371 Minimum Grade: D

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

**Credits:** 1.00 to 4.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

**Credits:** 1.00 to 4.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Pre-requisites:** CHE 410 Minimum Grade: D

#### **CHE 420 - Spectro Method Struct Analysis**

**Credits:** 3.00

The theory and applications of spectroscopic methods used to identify and elucidate the structural and dynamic characteristics of organic and organometallic compounds. Methods discussed include nuclear magnetic resonance, infrared, and mass spectrometries. Includes a weekly discussion/laboratory session.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Pre-requisites:** CHE 211 Minimum Grade: C- and CHE 307 Minimum Grade: C-

### **Citizenship**

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

**Credits:** 1.00

Citizenship seminar is a one-credit experience that gives fourth-year students the opportunity to reflect on their previous years of study in the light of their duties and responsibilities as members of a larger society. It directs the student's attention both outward with a civic contribution and inward with reflection. It is intended to assist the student in making a bridge between their college years and their post-college life and helping them to become more engaged in their community.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Core Curriculum

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

ADN Nursing Year 2

BSN Nursing Year 1

BSN Nursing Year 2

1st Semester Senior

2nd Semester Senior

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

**Credits:** 1.00 to 12.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Core Curriculum

### **Computer Info Tech Mmg**

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

**Credits:** 3.00

This course explores the virtual world of the Internet, focusing on the World Wide Web and its unique communication potential. The goal of the course is to enable students to construct their own Web pages using an HTML editor, to learn about imaging, animation and multimedia uses of the Web. This course is for the curious beginner who has sufficient computer experience to feel comfortable learning new computer concepts.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

**Pre-requisites:** CITM 201 Minimum Grade: D

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

**Pre-requisites:** CITM 201 Minimum Grade: D or ITM 201 Minimum Grade: D

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

**Pre-requisites:**

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

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

### **CITM 305 - Database Management**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate  
**Department:** Business Administration

## Communication

### **COD 110 - Intro to Communication**

**Credits:** 3.00

The principles, contexts, and development of human communication as a symbolic process, topics include: models of communication: cultural forms of expressions; signs, symbols, and speech codes; nonverbal and animal communication; the international and computer-information economy; interpersonal and gender styles of communication.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **COD 210 - Understanding Media**

**Credits:** 3.00

Building students' individual and collective experiences of media ( print, film, radio, television, and digital media), this course analyses American media institutions: their development and social role; the economic and political constraints they face; and their effect on us as a society and as individuals.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **COD 220 - Communication Dynamics Organiz**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **COD 311 - Digital Video & Audio Prod**

**Credits:** 3.00

This course introduces students to the fundamentals of audio and visual production. Topics include the evolution of sound and video technology and the application of these communication mediums with an emphasis on strong content and form. Students will learn the basics of writing for the video and audio mediums and will use a variety of production tools to create their own video and sound projects. Examples of professional videos, films and audio/radio productions that exemplify these mediums as powerful communication tools will be explored and discussed in this course.

**Lecture:** 3.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **COD 330 - Photo & Video Documentation**

**Credits:** 3.00

This course provides students with the theory and use of a digital still camera and digital video camera in documentary journalism. The course includes and examination of the history of photo documentation and the film and video documentary. Students will complete assignments where they learn the basics of digital camera use and how to shoot events and pre-planned photos and videos. The use of software to edit photos and videos will be explored in a hands-on fashion. The aesthetics of the photo and moving image will also be discussed.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **COD 410 - Writing Digital & New Media**

**Credits:** 3.00

This course explores the processes involved in writing for the digital visual and audio mediums and the new media found on the Web such as Flash and other "active" Web content. Students write treatments and screenplays for television, proposals for public service announcements, commercials, and scripts for radio, non-theatrical film and video productions. Students will learn the appreciated formats, research methodology and approach for writing for the various electronic media.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Business Administration

### **COD 510 - Communication Skills in Org.**

**Credits:** 3.00

This course is designed to explore communication and leadership theory in the context of the bioscience professions. Students will have the opportunity to develop written and verbal skills and also learn best practices for scientific writing and other communication mediums for presenting scientific findings both to science professionals and the public. Course topics include leadership within the scientific community, providing scientific input to the policy process, communicating with the media, interacting with business and corporate sectors, and working with nongovernmental organizations.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Business Administration

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

PSM: Applied Bioscience

PSM: Marine Science

<b>Dental Hygiene</b>
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**DEN 101 - Dent Anat, Histol & Embryology****Credits:** 3.00

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

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):  
Dental Hygiene**Co-requisites:** DEN 101L**DEN 101L - Dent Anat, Histol & Embryo Lab****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 101**DEN 102 - Head & Neck Anatomy****Credits:** 3.00

A detailed study of the head and neck osseous structures, musculature, blood supply, innervation and lymphatics of the head and neck with special emphasis on clinically relevant structures. Laboratory includes identification of cranial structures.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):  
Dental Hygiene**Co-requisites:** DEN 102L**Pre-requisites:** DEN 101 Minimum Grade: C- and ( BIO 208 Minimum Grade: C- or BIO 108 Minimum Grade: C- ) or BIO 108 Minimum Grade: C-**DEN 102L - Head & Neck Anatomy Lab****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 102**DEN 210 - Nutrition****Credits:** 3.00

This course provides a study of the science of nutrition and dietetics. Emphasis is placed on the principles of basic nutrition, and patient counseling for dental and general health. The knowledge and skills acquired will be applied clinically to serve as a contributing factor in the improvement of the patient's total well-being.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):  
Dental Hygiene**Pre-requisites:** ( BIO 209 Minimum Grade: C- or BIO 109 Minimum Grade: C- ) and CHE 130 Minimum Grade: C-**DEN 211 - Clinical Dental Hygiene I****Credits:** 4.00

Through the combination of didactic, laboratory and clinical experience, the student learns to assess and evaluate the oral health needs of individual patients, and utilizes the gathered data in planning treatment. Each of the periodontal instruments fundamental to the practice of clinical dental hygiene is introduced. The intent of the course is to acquaint the student with concepts and skills necessary for the delivery of quality oral health care.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):  
Dental Hygiene**Co-requisites:** DEN 211L**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 102 Minimum Grade: C- and ( BIO 209 Minimum Grade: C- or BIO 109 Minimum Grade: C- )**DEN 211L - Clinical DH I - Clinic****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 211**DEN 212 - Clinical Dental Hygiene II****Credits:** 4.00

Through the combination of didactic and clinical experience, the student will strengthen the skills necessary for the

implementation of preventive dental hygiene education and treatment. Concentration is on further development and expansion of clinical procedures as they relate to individualized patient care and management, specifically, motivational techniques and management of the medically compromised patient for the prevention of medical emergencies in the dental setting. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Students must pass both the clinical and theoretical components of the course with a letter grade of C- or better in order to continue in the program.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene

**Co-requisites:** DEN 212L

**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 211 Minimum Grade: C- and DEN 213 Minimum Grade: C- and DEN 221 Minimum Grade: C- and BIO 226 Minimum Grade: C-

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

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 212

#### **DEN 213 - Radiology**

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene

**Co-requisites:** DEN 213L

**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 102 Minimum Grade: C- and ( BIO 209 Minimum Grade: C- or BIO 109 Minimum Grade: C- )

#### **DEN 213L - Dental Radiology Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 213

#### **DEN 217 - Preservation Tooth Structure**

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene

**Co-requisites:** DEN 217L

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

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

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 217

#### **DEN 221 - Concepts Community Health**

**Credits:** 2.00

Students are introduced to the role of community health agencies and practitioners in promoting health and preventing disease. The role of the dental hygienist as a community health educator is stressed. In addition, the student becomes familiar with proven teaching methodologies and available resources. Organization and administration of dental public health programs at the international, federal, state and local levels are examined. Emphasis is placed on the concepts of community based health care and specific principles of preventive dental health.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene

**Co-requisites:**

**Pre-requisites:**

**DEN 301 - Adv Clinical Dental Hygiene I****Credits:** 5.00

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

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 301L**Pre-requisites:** DEN 212 Minimum Grade: C-**DEN 301L - Adv Clinical DH I Clinic****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 301**DEN 302 - Adv Clinical Dental Hygiene II****Credits:** 5.00

Part two of DEN 301 is designed to provide the student with knowledge of the most advanced modalities in oral care, preventive patient services, and the expanding role of the professional dental hygienist. Through reading assignments, class discussion, and clinical experience, the student will keep abreast of changing trends in dentistry and dental hygiene, and their implications for the control of oral disease. The focus of the course is on the development of advanced clinical dental hygiene skills to ensure the delivery of optimal individual care of patients with special needs through the life span. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Student must pass both the clinical and theoretical components of the course with a letter grade of C- or better in order to continue in the program. The semester components of this course must be taken in sequence in one academic year.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene

**Co-requisites:** DEN 302L**Pre-requisites:** DEN 210 Minimum Grade: C- and DEN 301 Minimum Grade: C- and DEN 308 Minimum Grade: C- and DEN 330 Minimum Grade: C-**DEN 302L - Adv Clinical Den Hyg II Clinic****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 302**DEN 305 - General & Oral Pathology****Credits:** 3.00

A general review of gross anatomy with particular emphasis on the respiratory and cardiovascular system, spinal cord, and peripheral nerves.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene

**Pre-requisites:** DEN 101 Minimum Grade: C- and DEN 102 Minimum Grade: C- and ( BIO 209 Minimum Grade: C- or BIO 109 Minimum Grade: C- ) and BIO 226 Minimum Grade: C- and DEN 212 Minimum Grade: C-**DEN 308 - Dental Pharmacology****Credits:** 3.00

Concepts in pharmacology are discussed, including major drug categories with indications for use, drug interactions, major and adverse reactions, therapeutic and legal implications for individuals of various ages. Emphasis is on pharmacological agents found in the dental hygiene and dental setting.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene

**Pre-requisites:** DEN 212 Minimum Grade: C- and CHE 130 Minimum Grade: C- and ( BIO 209 Minimum Grade: C- or BIO 109 Minimum Grade: C- )**DEN 321L - Community Health Practicum****Credits:** 1.00

Students will participate in a community health practicum which is designed to provide the student with an opportunity to apply

knowledge and skills acquired in the classroom to various educational and health care settings within the community.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

### **DEN 330 - Periodontology**

**Credits:** 3.00

A study of etiology and pathogenesis of periodontal disease, both from a histological and clinical perspective. Emphasis will be placed on the clinical assessment and recognition of the pathological periodontal changes and the response of the diseased tissues to therapy.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene

**Pre-requisites:** DEN 212 Minimum Grade: C- and ( BIO 209 Minimum Grade: C- or BIO 109 Minimum Grade: C- ) and BIO 226 Minimum Grade: C-

### **DEN 340 - Clinical Periodontology for DH**

**Credits:** 3.00

This course will address the clinical aspects of periodontology as they pertain to dental hygiene treatment modalities. The student will gain experience in the identification of more severe periodontal conditions with an emphasis on understanding complex etiologies and contributing disease factors. Evaluation of dental hygiene therapies and recommendations for further professional treatment will be an essential part of the clinical component. The application of appropriate technologies and research based clinical protocols will be addressed.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene

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

### **DEN 350 - Dental Hygiene Special Study**

**Credits:** 1.00 to 3.00

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

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene

Dental Hygiene - B.S.

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

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

**Credits:** 3.00

Advanced clinical and theoretical topics in dental hygiene, patient services and the changing dental hygiene profession will be explored through readings, research, discussion, and clinical practice. Students may contribute to the selection of course topics to be examined in depth. Minimum 2.5 GPA required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene - B.S.

**Co-requisites:** DEN 436L

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

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

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

**Co-requisites:** DEN 436

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

**Credits:** 3.00

Advanced clinical and theoretical topics in dental hygiene, patient services and the changing dental hygiene profession will be explored through readings, research, discussion, and clinical practice. Students may contribute to the selection of course topics to be examined in depth. Minimum 2.5 GPA required.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Department of Dental Hygiene

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

Dental Hygiene - B.S.

**Co-requisites:**

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

**DEN 437L - Current Concepts DH II Clinic****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 437**DEN 440 - Pain Cntrl & Loc Anesthesia****Credits:** 3.00

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

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 440L**Pre-requisites:** DEN 301 Minimum Grade: C- and DEN 308 Minimum Grade: C- and DEN 330 Minimum Grade: C-**DEN 440L - Pain Cntrl/Loc Anesthesia Lab****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Co-requisites:** DEN 440**DEN 460 - Community Oral Hlth Care & Mgt****Credits:** 3.00

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

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene

Dental Hygiene - B.S.

**Pre-requisites:** DEN 221 Minimum Grade: C- and DEN 301 Minimum Grade: C- and DEN 302 Minimum Grade: C-**DEN 470 - Internship Dental Hygiene I****Credits:** 3.00 to 6.00

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

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene - B.S.

**DEN 480 - Internship Dental Hygiene II****Credits:** 3.00 to 6.00

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

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene - B.S.

**DEN 490 - Directed Senior Clinical DH****Credits:** 3.00

This course is the culmination of the student's clinical experience. Students provide care for patients in the clinical setting in consultation with the faculty. The student is expected to develop, implement and evaluate appropriate treatment plans based on a comprehensive assessment of the patients' condition. Clinical recommendations and actions are based on the integrated application of dental hygiene theory. Students and faculty function as colleagues, serving the patients' oral health care needs together. Students discuss and research pertinent aspects of patient care with faculty to develop proficiency in clinical treatment and decision making that is beyond the basic established level of competence.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Department of Dental Hygiene**Restrictions:** Must be enrolled in one of the following Major(s):

Dental Hygiene - B.S.

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

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## 2006-2007 Course Descriptions

This is a complete listing of all courses offered by the three colleges of the University of New England. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

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

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

### Education

#### EDU 105 - Introduction to Schools

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

**Restrictions:**

#### EDU 133 - American Education

**Credits:** 3.00

The course content focuses on an in-depth examination and analysis of the school as an integral force in the American social order. Topics include: how schools function and have functioned throughout American history; roles of teachers and students incorporating rights and legal responsibilities; purposes of schools taking into consideration philosophical approaches; exercise of power and control by various interest groups at local, state and federal levels; and the impact of these forces on students, teachers and others. The course is intended to present a realistic view of the teaching profession and to foster an understanding of major issues in education. Field study required. (Cross-listed with EDU 533)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

**Restrictions:**

#### EDU 201 - Directed/Independent Study

**Credits:** 1.00 to 12.00

Permission of Department Chair or Instructor Required

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

#### EDU 202 - Curriculum Theory and Design

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Continuing Education/Undergrad

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

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

#### EDU 209 - Creative Arts in Learning

**Credits:** 3.00

This course is based on the premise that the arts are an important part of being human. Pre-service teachers will explore their own creativity in a variety of areas. Emphasis will be placed on the value of one's creative spirit and uncovering gifts which will sustain one through life. Pre-service teachers will also learn how to foster creativity in others and examine how creative endeavors can be integrated into everyday life. Field study required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (K-8)

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

**EDU 217 - Teaching Reading****Credits:** 3.00

This course is designed to provide the per-service teacher with knowledge of the methods and materials for helping elementary and middle school children acquire literacy. Practical approaches to teaching literacy in the classroom will be explored. Field study required. (Cross-listed with EDU 517)

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

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

This course provides contextual knowledge of issues and practices related to special education as part of the regular education system. The pre-service teacher will become acquainted with the wide range of exceptionalities present in today's preschools and K-12 settings. The pre-service teacher will examine the historical and contemporary legal, procedural and technical issues of IDEA (Individuals with Disabilities Education Act) as well as the appropriate state statutes. The pre-service teacher will become aware of the roles of regular educators, special educators, parents, and support service staff who all work together to make team decisions for exceptional students. Teaching methods, modifications, accommodations and best practices for educators will be addressed. Field study required. (Cross-listed with EDU 510)

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Continuing Education/Undergrad

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

**Pre-requisites:** EDU 105 Minimum Grade: C**EDU 303 - Read&Writ in the Content Area****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Teacher Certification (7-12)

**EDU 310 - Topics in Education****Credits:** 3.00

This elective course is offered in different semesters as a means of helping pre-service teachers acquire information and skills in a variety of current topics in education. Some previous topics have included: Critical Problems in Teaching, Issues in Education, Authentic Assessment, Portfolio Development, Cooperative Learning, Multi-age Classrooms, Integration of Curriculum, Learning Styles, the Maine Learning Results, Technological Applications for Teachers.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

**Pre-requisites:** EDU 105 Minimum Grade: C and EDU 133 Minimum Grade: C**EDU 320 - Language Arts****Credits:** 3.00

Children develop language naturally in a language-rich and print-rich environment. This course is based on the belief that the language arts (reading, writing, speaking and listening) provide the foundation for all learning in schools. Pre-service teachers will learn to teach and facilitate the writing process in the classroom. Field study required. (Cross-listed with EDU 520)

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

**Pre-requisites:** ( EDU 105 Minimum Grade: C or EDU 105 Minimum Grade: C or EDU 105 Minimum Grade: C ) and ( EDU 133 Minimum Grade: C or EDU 133 Minimum Grade: C or EDU 133 Minimum Grade: C )**EDU 321 - Children's Literature****Credits:** 3.00

This course addresses both traditional and contemporary literature for children, including fairy tales and other works emerging from oral tradition; picture and chapter books; poetry; and nonfiction and informational texts. Among the topics considered: developing and understanding of children's cognitive and imaginative responses to reading, criteria for selecting appropriate materials, evaluating individual books, and becoming familiar with influential authors and illustrators, particularly Newbery and Caldecott award winners. This course is required for elementary education majors and open to others who have an interest in children's literature.

**College:** College of Arts & Sciences

**Division:** Undergraduate  
**Department:** Education  
**Restrictions:**

### **EDU 330 - Edu Psych & Classroom Mgmt**

**Credits:** 3.00

This course addresses the theories and methods associated with the learning process as well as the application of this knowledge in a variety of classroom environments and situations. Preservice teachers learn how to create a proactive classroom environment that allows them to spend contact time in instructional activities resulting in increased student learning. Pre-service teachers also develop skills to help them effectively manage student behavior in today's classroom. Field-study required. (Crosslisted w/ EDU 549)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

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

**Credits:** 3.00

This course will provide pre-service teachers with a general understanding of social studies methods and curriculum materials. Class work and field-based experiences in a school setting will allow pre-service teachers to examine the processes of planning effective sequences of instruction and alternative instructional techniques from which teachers can choose to enhance students' learning. Field study required. (Cross-listed with EDU 561)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (K-8)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

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

**Credits:** 3.00

This course is designed to provide pre-service teachers opportunities to develop theoretical perspectives and practical approaches to the teaching and learning of science. Pre-service teachers will acquire a working knowledge of methods appropriate for inquiry-based science programs. Field study required. (Cross-listed with EDU 567)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (K-8)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

### **EDU 373 - Teaching Elementary Math**

**Credits:** 3.00

This course will provide opportunities for pre-service teachers to develop theoretical perspectives and practical approaches to the teaching and learning of mathematics. It will be conducted in a setting of activity-oriented, "hands-on" learning, and will emphasize K-8 student development of rich mathematical content knowledge. Field study required. (Cross-listed with EDU 573)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (K-8)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

**EDU 380 - Managing Diverse Learning Styl****Credits:** 3.00

The primary focus of this course will be on intervention strategies and techniques for managing and modifying curriculum for diverse learners. The course will provide pre-service teachers with the tools they need to deal with a continuum of student learning problems encountered in their classroom, ranging from differences in learning styles to severe learning disabilities. Theoretical models related to learning and teaching styles, as well as assessment and measurement procedures appropriate for classroom use will be covered. Field study required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )**EDU 400 - Independent Study****Credits:** 1.00 to 12.00

Permission of Department Chair and Instructor Required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )**EDU 410 - Topics in Education****Credits:** 3.00

This elective course is offered in different semesters as a means of helping pre-service teachers acquire information and skills in a variety of current topics in education. Some previous topics have included: Critical Problems in Teaching, Issues in Education, Authentic Assessment, Portfolio Development, Cooperative Learning, Multi-age Classrooms, Integration of Curriculum, Learning Styles, the Maine Learning Results, Technological Applications for Teachers.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )**EDU 430 - Ed Assessment & Eval****Credits:** 3.00

Assessment and evaluation of student learning must be continuous, broad-based, and authentic. Pre-service teachers will be engaged in the construction of knowledge about a variety of formal and informal assessment measures to evaluate student learning. Teacher-made tests, norm-referenced and criterion-referenced standardized tests, anecdotal records, checklists, observations, work samples, portfolios, journals, and independent and group self-evaluation will provide participants with a basis for the development of skills in constructing, using, and interpreting formal and informal assessment measures for a variety of evaluation purposes. Field study required. (Cross-listed with EDU 530)

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Teacher Certification (K-8)

Teacher Certification (7-12)

Teacher Certification (K-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

**Pre-requisites:** EDU 133 Minimum Grade: C and ( EDU 200 Minimum Grade: C or EDU 202 Minimum Grade: C )**EDU 436 - Teaching Secondary English****Credits:** 3.00

English as a discipline has the power to improve the lives of our students: it enriches them through its literary content; it enhances cognitive skills, including analysis, synthesis, speaking, listening, writing, reading, and evaluating; it nurtures

aesthetic and ethical sensitivities; and it promotes intra- and inter-curricular awareness. In this course, pre-service English teachers will study, invent, and practice ways of facilitating students' growth in all of these areas as one teaches language, literature, and communication skills. Field study required. (Cross-listed with EDU 536)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (7-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

### **EDU 437 - Teaching Secondary Science**

**Credits:** 3.00

The course will provide a review of approaches to science education using model programs from across the United States and including proposed programs from the National Science Foundation. It also will have hands-on experiences involving problem-solving methodologies for science labs. Field study required. (Cross-listed with EDU 537)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (7-12)

Teacher Certification (K-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

### **EDU 438 - Teaching Sec Social Studies**

**Credits:** 3.00

The learning experience in this course provides pre-service teachers with a working knowledge of methods and materials appropriate to concept based social studies programs. Participants will create social studies materials as a final project. Field study required. (Cross-listed with EDU 538)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (7-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

### **EDU 439 - Teaching Secondary Math**

**Credits:** 3.00

This course is designed to introduce the pre-service teacher to current methods and practices of teaching mathematics within the secondary school curriculum. Using research articles and newly developed texts pre-service teachers 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. Pre-service teachers develop models of different kinds of lessons to be used to teach various skills and concepts and apply them in practice sharing with others as they develop their own teaching styles and skills. Field study required. (Cross-listed with EDU 539)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (7-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

### **EDU 441 - Methods of Art Education**

**Credits:** 3.00

This course will prepare participants to be successful art educators in a school setting (K-12). Emphasis will be upon the development of teaching strategies, methods, curriculum and materials for the aspiring teacher. Pre-service art teachers will learn to integrate art across the school curriculum and to help youngsters achieve the Maine Learning Results. The planning and teaching of lessons and thematic units is an integral part of this course. Field study required. (Cross-listed with EDU 541)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Continuing Education/Undergrad

Teacher Certification (K-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

Teacher Certification Program

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

#### **EDU 485 - Elementary Practicum**

**Credits:** 3.00 to 4.00

Pre-service teachers will be placed in an elementary school setting for one semester and attend regular seminars. The duties and activities for each student will vary, depending upon the assignment, the amount of time the student is in the classroom, and the needs of the classroom(s) in which the student is placed. Pre-service teachers will participate in a variety of activities including (but not limited to): observation, instructional support, identification of classroom management strategies, and demonstration of lesson development and delivery. Field study required

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (K-8)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

#### **EDU 486 - Secondary or Art Ed Practicum**

**Credits:** 1.00 to 4.00

Pre-service teachers will be placed in an secondary or art school setting for one semester and attend regular seminars. The duties and activities for each student will vary, depending upon the assignment, the amount of time the student is in the classroom, and the needs of the classroom(s) in which the student is placed. Pre-service teachers will participate in a variety of activities including (but not limited to): observation, instructional support, identification of classroom management strategies, and demonstration of lesson development and delivery. Field study required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (7-12)

Teacher Certification (K-12)

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

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

#### **EDU 490 - Elem Educ Internship/Seminar**

**Credits:** 15.00

Elementary Education Internship and Seminar. The purpose of this course is to involve the pre-service teacher 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 pre-service teacher will encounter as many actual teaching experiences as possible in a semester. In the coordinating seminars, opportunities for reflection and discussion will occur. This course requires admission to the undergraduate Elementary Education program or the Teacher Certification Program (TCP) and specific departmental approval in order to register. All course and Praxis requirements must be completed prior to enrollment.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

**Restrictions:**

#### **EDU 491 - Elem Edu Internship/Seminar**

**Credits:** 1.00

Elem Edu Internship/ Seminar for Teaching Institute Interns: This Elementary Education Internship is linked to "The Teaching Institute" and is limited to interns who are accepted into this program. The purpose of this internship is to involve the student in a year-long practicum experience which involves observing, and participating in classroom-related experiences. The seminar will include opportunities for reflection and discussion. Admission to the Teacher Certification Program (TCP), the Teaching Institute and specific departmental approval are required in order to register.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Education

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

Teacher Certification (K-8)

MSEd, Teaching Methodology

**EDU 492 - Secondary Educ Intern/Seminar****Credits:** 15.00

The purpose of this course is to involve the pre-service teacher 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 pre-service teacher will encounter as many actual teaching experiences as possible in a semester. In the coordinating seminars, opportunities for reflection and discussion will occur. This course requires enrollment as a secondary education student or matriculation in the Teacher Certification Program and specific departmental approval in order to register. All content major and professional education course requirements as well as Praxis requirements must be completed prior to enrollment.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:****EDU 493 - K-12 Internship/Seminar****Credits:** 15.00

The purpose of this course is to involve the student in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a college supervisor. The pre-service teacher will encounter as many actual teaching experiences as possible in a semester. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires enrollment as an undergraduate art education major or matriculation in the Teacher Certification Program and specific departmental approval in order to register. All course and Praxis requirements must be completed prior to enrollment.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Education**Restrictions:****EDU 502 - Curriculum Theory and Design****Credits:** 3.00

This course provides an introduction to curriculum theory and how it relates to the design of effective lessons and units. Field study required. (Cross-listed with EDU 202)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (K-8)

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

**EDU 510 - Exceptionality in the Classrm****Credits:** 3.00

This course provides contextual knowledge of issues and practices related to special education as part of the regular education system. The pre-service teacher will become acquainted with the wide range of exceptionalities present in today's preschools and K-12 settings. The pre-service teacher will examine the historical and contemporary legal, procedural and technical issues of IDEA (Individuals with Disabilities Education Act) as well as the appropriate state statutes. The pre-service teacher will become aware of the roles of regular educators, special educators, parents, and support service staff who all work together to make team decisions for exceptional students. Teaching methods, modifications, accommodations and best practices for educators will be addressed. Field study required. (Cross-listed with EDU 220)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (K-8)

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

**EDU 517 - Teaching Reading****Credits:** 3.00

This course is designed to provide the pre-service teacher with knowledge of the methods and materials for helping elementary and middle school children acquire literacy. Practical approaches to teaching literacy in the classroom will be explored. Field study required. (Cross-listed with EDU 217)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (K-8)

**Pre-requisites:** EDU 500 Minimum Grade: C or EDU 502 Minimum Grade: C**EDU 520 - Language Arts****Credits:** 3.00

Children develop language naturally in a language-rich and print-rich environment. This course is based on the belief that the language arts (reading, writing, speaking and listening) provide the foundation for all learning in schools. Pre-service teachers will learn to teach and facilitate the writing process in the classroom. Field study required. (Cross-listed with EDU 320)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (K-8)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 500 Minimum Grade: C or EDU 502 Minimum Grade: C or EDU 517 Minimum Grade: C

**EDU 530 - Educational Assess & Eval****Credits:** 3.00

Assessment and evaluation of student learning must be continuous, broad-based, and authentic. Pre-service teachers will be engaged in the construction of knowledge about a variety of formal and informal assessment measures to evaluate student learning. Teacher-made tests, norm-referenced and criterion-referenced standardized tests, anecdotal records, checklists, observations, work samples, portfolios, journals, and independent and group self-evaluation will provide participants with a basis for the development of skills in constructing, using, and interpreting formal and informal assessment measures for a variety of evaluation purposes. Field study required. (Cross-listed with EDU 430)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (K-8)

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 500 Minimum Grade: C or EDU 502 Minimum Grade: C**EDU 533 - American Education****Credits:** 3.00

The course content focuses on an in-depth examination and analysis of the school as an integral force in the American social order. Topics include: how schools function and have functioned throughout American history; roles of teachers and students incorporating rights and legal responsibilities; purposes of schools taking into consideration philosophical approaches; exercise of power and control of power by various interest groups at local, state and federal levels; and the impact of these forces on students, teachers and others. The course is intended to present a realistic view of the teaching profession and to foster an understanding of major issues in education. Field study required. (Cross-listed with EDU 133)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** May not be enrolled in one of the following Major(s):

Grad Level Teacher Cert (K-8)

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**EDU 536 - Teaching Secondary English****Credits:** 3.00

English as a discipline has the power to improve the lives of our students: it enriches them through its literary content; it enhances cognitive skills, including analysis, synthesis, speaking, listening, writing, reading, and evaluating; it nurtures aesthetic and ethical sensitivities; and it promotes intra- and inter-curricular awareness. In this course, pre-service English teachers will study, invent, and practice ways of facilitating students' growth in all of these areas as one teaches language, literature, and communication skills. Field study required. (Cross-listed with EDU 436)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 533 Minimum Grade: C and ( EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C )**EDU 537 - Teaching Secondary Science****Credits:** 3.00

The course will provide a review of approaches to science education using model programs from across the United States and including proposed programs from the National Science Foundation. It also will have hands-on experiences involving problem-solving methodologies for science labs. Field study required. (Cross-listed with EDU 437)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 533 Minimum Grade: C and ( EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C )**EDU 538 - Teaching Sec Social Studies****Credits:** 3.00

The learning experience in this course provides pre-service teachers with a working knowledge of methods and materials appropriate to concept based social studies programs. Participants will create social studies materials as a final project. Field study required. (Cross-listed with EDU 438)

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 533 Minimum Grade: C and ( EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C )**EDU 539 - Teaching Secondary Math****Credits:** 3.00

This course is designed to introduce the pre-service teacher to current methods and practices of teaching mathematics within the secondary school curriculum. Using research articles and newly developed texts pre-service teachers 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. Pre-service teachers develop models of different kinds of lessons to be used to teach various skills and concepts and apply them in practice sharing with others as they develop their own teaching styles and skills. Field study required. (Cross-listed with EDU 439)

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 533 Minimum Grade: C and ( EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C )

#### **EDU 541 - Methods of Art Education**

**Credits:** 3.00

This course will prepare participants to be successful art educators in a school setting (K-12). Emphasis will be upon the development of teaching strategies, methods, curriculum and materials for the aspiring teacher. Pre-service art teachers will learn to integrate art across the school curriculum and to help youngsters achieve the Maine Learning Results. The planning and teaching of lessons and thematic units is an integral part of this course. Field study required. (Cross-listed with EDU 441)

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 533 Minimum Grade: C and ( EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C )

#### **EDU 549 - Edu Psych & Classroom Mngmt**

**Credits:** 3.00

This course addresses the theories and methods associated with the learning process as well as the application of this knowledge in a variety of classroom environments and situations. Preservice teachers learn how to create a proactive classroom environment that allows them to spend contact time in instructional activities resulting in increased student learning. Pre-service teachers also develop skills to help them effectively manage student behavior in today's classroom. Field-study required. (Crosslisted w/ EDU 330)

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Grad Level Teacher Cert (K-8)

Grad Level Teacher Cert (7-12)

Grad Level Teacher Cert (K-12)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 500 Minimum Grade: C or EDU 502 Minimum Grade: C

#### **EDU 550 - The High Performing Teacher**

**Credits:** 3.00

Designed to foster professional growth in teachers, this course examines teacher efficacy and develops skills and strategies that enable teachers to perform at their highest level despite the daily challenges they face. This course sets the tone for the entire Masters Degree Program.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

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

MSEd, General

MSEd, Literacy

#### **EDU 551 - Effective Classroom Management**

**Credits:** 3.00

One of the top issues facing educators today is managing classroom behavior. This course analyzes the dynamics of the classroom unit and demonstrates strategies for classroom management. Teachers also will learn effective methods for involving parents in behavior management. Other topics include student responsibility, conflict resolution and techniques to use with chronically disruptive students.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

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

MSEd, General

#### **EDU 554 - IS1: Motivating Today's Learner**

**Credits:** 3.00

The important area of teacher-student interaction is explored in depth. Strategies include easy-to-apply techniques to catch your students' interest and keep them excited about learning. Build your awareness of gender-equity issues. You will also have the opportunity to analyze and refine your own presentation style.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General

### **EDU 555 - Integrating Tech in Curr K-12**

**Credits:** 3.00

Explores how to effectively integrate the Internet into the curriculum. With the vast amount of information, resources, and communication opportunities available on the Internet, it is difficult to know where to begin. The course is designed to offer practical guidance and rationale for using the Internet in your classroom. You will be introduced to instructional models that will help you make the best use of the Internet.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General

### **EDU 556 - IS2:Learn Styles/Mult Intellig**

**Credits:** 3.00

Address the diversity in your classroom by exploring a learning styles model based on the work of Carl Jung and the multiple intelligence theory developed by Howard Gardner. You will learn how to identify your students' learning preferences and design instruction that taps into students' strengths while building up their weaker areas.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General

### **EDU 557 - Found of Reading & Literacy**

**Credits:** 3.00

Designed to respond to the challenge of promoting higher levels of literacy achievement for all students, this course provides teachers with the background knowledge to understand the topics and issues relevant to reading instruction. It explores both historical and contemporary perspective on the teaching of reading, and it covers the basic tenets of a balanced approach to literacy instruction.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, Literacy

### **EDU 558 - CIE:Summer Seminar**

**Credits:** 3.00

This seminar is a week-long session held on the University of New England campus in Biddeford, Maine. This course provides a context in which learners collaboratively work in small groups to focus on current issues in education. University faculty and area school professionals facilitate the analysis of these issues and the exploration of potential problem solving solutions. . (Note: this course cannot be taken until the learner has completed 6 credits in the program).

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General  
MSEd, Literacy

### **EDU 558A - CIE:Guided Self-Study**

**Credits:** 3.00

As an alternative to the "Current Issues in Education: Summer Seminar,"students have the opportunity to do "Current Issues in Education: A Guided Self-Study". The topic chosen must be in keeping with the topics used during the previous Summer Seminar. The topics available will be sent to student on Campus Pipeline at the beginning of the semester in which you have enrolled for the course. The project chosen must have effective application in your classroom, school, or district. You will be required to send a comprehensive outline of your project with an annotated bibliography to the Faculty Mentor of the course for approval prior to the commencement of the project.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General  
MSEd, Literacy

### **EDU 560 - Collab. Act. Research I**

**Credits:** 1.00

This course is an introduction. The process of Collaborative Action Research (CAR), a practical approach to research designed for the working educator. Learn the elements of CAR and how it differs from traditional empirical research. Emphasis is on the collaborative aspect of defining a problem to research within your classroom, school or community. This course culminates with the development of a problem statement and a review of the literature.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General  
MSEd, Literacy

### **EDU 561 - Teach Soc Stud Elementary Sch**

**Credits:** 3.00

This course will provide pre-service teachers with a general understanding of social studies methods and curriculum materials. Class work and field-based experiences in a school setting will allow pre-service teachers to examine the processes of planning effective sequences of instruction and alternative instructional techniques from which teachers can choose to enhance students' learning. Field study required. (Cross-listed with EDU 361)

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Grad Level Teacher Cert (K-8)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C

### **EDU 562 - IS3:Models of Effective Teach**

**Credits:** 3.00

A variety of instructional strategies grounded in four foundational models of teaching are studied and demonstrated. You will learn to expand your repertoire of teaching techniques, so you can increase the ways in which you engage students in the learning process.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

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

MSEd, General

### **EDU 563 - Design Curr Instru & Assess 1**

**Credits:** 3.00

Introduces curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: importance of alignment; connection to learning theory and learner variables; and need for differentiation to meet diverse student needs.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

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

MSEd, General

MSEd, Literacy

### **EDU 565 - Strategies for Lit Instruct 1**

**Credits:** 3.00

This course teaches research-based skills and strategies for facilitating students' literacy development in the area of word knowledge, phonemic awareness, phonics, spelling, vocabulary, and building reading fluency. Key topics such as the stages of developmental word knowledge, the rules of phonemic awareness and phonics instruction in an effective reading program, the elements of vocabulary instruction that promote active and independent reading and learning, and the importance of fluency are explored in depth.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

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

MSEd, Literacy

### **EDU 566 - Collab. Act. Research II**

**Credits:** 1.00

In this course, you will further refine your problem statement and design the CAR methodology. Attention is directed at the data collection methodology and the means for evaluating data.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

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

MSEd, General

MSEd, Literacy

### **EDU 567 - Teach Science in Elem Schools**

**Credits:** 3.00

This course is designed to provide pre-service teachers opportunities to develop theoretical perspectives and practical approaches to the teaching and learning of science. Pre-service teachers will acquire a working knowledge of methods appropriate for inquiry-based science programs. Field study required. ( Cross-listed w/ EDU 367)

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Grad Level Teacher Cert (K-8)

MSEd, Teaching Methodology

**Pre-requisites:** EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C

### **EDU 569 - Strategies for Lit Instruct 2**

**Credits:** 3.00

This course covers key concepts, such as prior knowledge, met cognition, and reading as a constructive process. Strategies designed to facilitate comprehension before, during and after reading will be presented, and along with guided reading, a key component of a balanced literacy program. Writing will be discussed as a process that is integral to reading and developed in parallel with reading acquisition. A variety of strategies for integrating reading and writing will be shared.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, Literacy

### **EDU 572 - Collab. Act. Research 3**

**Credits:** 1.00

In this course, you will collect data, interpret the results, and develop an action plan designed to address the problem. You will complete the course by producing a final report of the CAR process.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General  
MSEd, Literacy

### **EDU 573 - Teaching Elementary Math**

**Credits:** 3.00

This course will provide opportunities for pre-service teachers to develop theoretical perspectives and practical approaches to the teaching and learning of mathematics. It will be conducted in a setting of activity-oriented, "hands-on" learning, and will emphasize K-8 student development of rich mathematical content knowledge. Field study required. (Cross-listed with EDU 373)

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

**Restrictions:** Must be enrolled in one of the following Major(s):  
Grad Level Teacher Cert (K-8)  
MSEd, Teaching Methodology

**Pre-requisites:** EDU 502 Minimum Grade: C or EDU 500 Minimum Grade: C

### **EDU 574 - Design Curr Instru & Assess 2**

**Credits:** 3.00

Examines history, purposes, and methods of assessment and explores curriculum, instruction, and assessment implementation issues. Teachers analyze, evaluate, modify, and/or design assessments for specific content and purposes. Presents methods of record keeping, grading, and reporting; use of assessment data; and test preparation. Addresses implementation issues related to accountability, planning, and collaboration.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General  
MSEd, Literacy

### **EDU 575 - Support the Struggling Read**

**Credits:** 3.00

This course is designed to give teachers a working knowledge of common reading difficulties, methods for diagnosing those difficulties, and guidelines for accessing appropriate resources to provide instructional support for students. Informal diagnostic tools will be introduced. Research-based intervention programs, including classroom interventions, will be discussed. Guidelines are offered for communicating with parents and other members of the school community regarding a child's reading difficulties.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, Literacy

### **EDU 576 - Plan & Manage Class Lit Prog**

**Credits:** 3.00

This course is designed to help teachers plan and manage their literacy classroom as they implement the concepts and strategies they have learned throughout the degree program. It presents organizational considerations and planning strategies to guide teachers in establishing and maintaining an effective literacy program. Guidelines for setting up the literacy classroom and managing various grouping structures to facilitate student learning will be offered. Methods for incorporating literacy throughout the day and integrating technology will be explored. Perspectives on other key planning issues such as working with parents and pacing instruction will be presented through teacher interviews.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, Literacy

### **EDU 595 - Portfolio**

**Credits:** 3.00

This course develops reflective practices that assist students to explore both professional and personal growth that has occurred throughout the masters program. Students will learn organizational tools that will help formalize their working portfolios to a final presentation portfolio that reflects self-directed learning. Goal setting will be fostered to assist life-long learning. This course should be the final course taken for the master's degree.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Master Sci in Education Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
MSEd, General  
MSEd, Literacy  
MSEd, Teaching Methodology

**EDU 605 - Action Resrch & Case Study****Credits:** 3.00

Research is the foundation for the improvement of teaching and learning in the classroom. This course examines two valuable classroom research tools, action research and the case study. Teachers will research a classroom issue relevant to increasing student learning. Course requirements include conducting the research and preparing a presentation to report potentially their findings at a state, regional, or national conference on educational research.

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

MSEd, Teaching Methodology

**EDU 610 - Differentiation Theory & Strat****Credits:** 3.00

Teachers taking this course explore the theories of differentiated instruction and the associated models. Teachers design units and lessons incorporating strategies. Teachers share lessons and reflect with colleagues in their schools and in the course.

Requirements include lessons incorporating differentiation strategies, collegial reflection regarding lessons, and the creation of a final project that establishes teacher commitment to differentiation in his/her classroom.

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

MSEd, Teaching Methodology

**EDU 615 - Motivational Theory &Class Mgt****Credits:** 3.00

This course examines significant theories of student motivation in the classroom, classroom management, and the connections therein. Teachers create a program to address classroom management within their own classroom and techniques for sharing their understanding with other teachers.

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

MSEd, Teaching Methodology

**EDU 701 - Educational Leadership****Credits:** 3.00

This course provides the overarching context for the entire certificate curriculum in educational leadership. Participants consider theories and practices relating to effective leadership in educational settings. Topics include team building, diagnosing the work environment, decision-making, problem solving, and strategic planning and human development. Students will reflect on their own leadership, observe and analyze other leaders, and explore how the theories and practices relate to the Interstate School Leaders Licenses Consortium (ISLLC) standards for leaders.

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 702 - School Law****Credits:** 3.00

In today's complex society, educational administrators must possess a working knowledge of federal and state statutory and case law impacting education. This course will provide a foundation of the legal underpinnings of the American education system and how the "law" has had an effect on schools. Specific legal principles relating to church/state issues, tort liability, teachers' responsibilities, students' rights, and administrative concerns such as contracts and collective bargaining will be covered. Students will be required to apply these legal principles to analyze actual case scenarios. Assignments will be included to acquaint students to their state's laws that will affect them as future educational leaders.

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 703 - Edu Change/School Reform****Credits:** 3.00

Regardless of how beneficial a desired change may seem, new initiatives are often difficult to implement. Each educational setting has its own culture, and innovations and changes that are incompatible with the prevailing climate may elicit resistance and hostility. The course examines change theory; studies case histories of successful and not so successful change efforts; and reviews change strategies to equip students with skills for introducing effective reforms.

**College:** College of Arts & Sciences**Division:** Graduate**Department:** Education**Restrictions:** Must be enrolled in one of the following Major(s):

Non Matric Ed Leadership

Educational Leadership

**EDU 704 - Supervision/Eval Ins Personnel****Credits:** 3.00

Supervision and evaluation strategies need to support teachers' growth into strong, competent professionals. This course examines requirements of educational leaders engaged in supervising and evaluating educational personnel and explores new

directions and procedures currently under development. Emphasis is given to understanding the theory behind the practice, strengths and weakness of varying methods, and hands-on applications. Drawing on knowledge of developmental stages and multiple styles of learning and teaching, participants consider such practices as peer evaluations, self-evaluations, portfolios, and mentoring.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:**

### **EDU 705 - Leadership/Prof Resp/Ethics**

**Credits:** 3.00

This course involves a one-week on campus summer seminar in which a cohort group explores leadership styles with respect to professional responsibilities and ethical decision-making. Readings and writing assignments will be required prior to your arrival for the seminar, and a follow-up research paper will be submitted with one month following the seminar week.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 701 Minimum Grade: C or EDU 703 Minimum Grade: C and ( EDU 702 Minimum Grade: C and EDU 704

Minimum Grade: C and EDU 715 Minimum Grade: C )

### **EDU 706 - School-Comm Rel/Communications**

**Credits:** 3.00

An effective educational leader promotes the success of all students by communicating the learning community's vision, policies, and successes to staff, students, parents, community, decision makers, legislators and media. The leader understands, responds to, and influences the systems that support the educational process. Developing and maintaining partnerships and forging relationships with multiple constituent groups, understanding emerging issues and educational trends and communicating them effectively to stakeholders are all essential leadership competencies. The effective leader plans public relations and communications strategies that build broad support and public ownership for the educational mission that is articulated. This course provides opportunity for self-assessment in developing a communications plan and an understanding of skills and strategies necessary for communicating in ways that positively impact the education of students.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

### **EDU 707 - Instructional Leadership**

**Credits:** 3.00

School leaders must also be "lead teachers". To effectively instill motivation and creativity in teachers, participants learn current models for curriculum design to ensure that instructional materials meet appropriate for content and learning goals in which also address students' diverse needs, abilities and experiences. Learning theories and styles are included, as are topics relating to curriculum theory and assessment.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 704 Minimum Grade: C

### **EDU 709 - School Finance**

**Credits:** 3.00

The course traces the historical background and development of school finance acts, and examines the intent, concepts and relationship inherent in these acts. Processes by which state subsidies are computed, allocated and distributed are considered. Budget and expenditure practices in relation to these acts are illustrated. Emphasis is placed on helping students develop a clear conceptual understanding of the overall methods by which state aid is provided to local school systems. Readings, research, and other assignments are designed to acquaint students with school finance practices in their respective states.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

### **EDU 711 - Internship I**

**Credits:** 3.00

Students will develop an internship proposal, including learning outcomes and assessment methods, that meets initial requirements for Educational / Administrative Leadership Certification in the state of residence. Students will maintain a journal, complete projects of relevance, and engage in activities that enhance understanding of leadership roles. With advanced planning, students may spread this requirement over two terms, with advance planning. Permission of the CAGS director is required.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 701 Minimum Grade: C or EDU 703 Minimum Grade: C and ( EDU 702 Minimum Grade: C and EDU 704 Minimum Grade: C and EDU 709 Minimum Grade: C and EDU 715 Minimum Grade: C )

### **EDU 712 - Internship II**

**Credits:** 3.00

This course will be offered to students whose state certification regulations require an extended (or two-term) internship. Students will develop a year-long internship proposal (Terms 1 and 2), including learning outcomes and assessment methods, that meets initial requirements for Educational/Administrative Leadership Certification in the state of residence. The actual number of hours required will be determined by individual state requirements. Permission of the CAGS director is required.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 711 Minimum Grade: C

### **EDU 713 - Independent Study**

**Credits:** 3.00

Students who have an interest in a special topic or are required to demonstrate competency in an area not included in the standard curriculum may design an Independent Study course. Additionally, Independent Study may encompass a research project, special assignment, creative project implementation, and/or overseas learning experience. Students must prepare an Independent Study proposal that includes project description, learning objectives, methodology, assessment criteria, and bibliography outline. Approval of a faculty members and the CAGS Program director must be obtained prior to registration for this course.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

### **EDU 715 - Org Theory/Strategic Planning**

**Credits:** 3.00

This course will include: an overview of organizational theories and systems; the inclusion of organizational theory in the educational change process; the functions, objectives, development, and assessment of strategic plans; and the relationship between strategic planning and budget development.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

### **EDU 720 - Special Education Law**

**Credits:** 3.00

Special education has become "the" law topic in education law. This course introduces the area of special education law, including review of relevant statutes, regulations, and cases. The primary focus is the Individuals with Disabilities Education Act (IDEA), with some attention to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Key concepts covered include special education and related services, free appropriate public education, least restrictive environment, due process, student rights, and non-discrimination. The course aims to teach students the framework of special education law, as well as to provide tools for students' further research and analysis.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Education

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

Non Matric Ed Leadership

Educational Leadership

**Pre-requisites:** EDU 702 Minimum Grade: B

## **Education Video**

### **EDUV 503 - Support Struggling Reader(K-6)**

**Credits:** 3.00

A struggling reader in the first grade has a 90% chance of remaining a struggling reader by the end of the fourth grade. And with today's higher standards, you may have more struggling readers than ever before.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

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

Continuing Education Graduate

### **EDUV 504 - Assertive Discipline & Beyond**

**Credits:** 3.00

This classic, results-oriented course shows you how to create a safe, positive learning environment where your students behave responsibly and feel good about themselves.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 505 - How to get Parent on your side**

**Credits:** 3.00

Improve student achievement and behavior by recruiting parents to support your efforts at school. Motivate parents to support your efforts at school. Motivate parents to assume an active role in their children's education as you create a clear line of communication..

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 506 - Succeeding with Difficult Stdt**

**Credits:** 3.00

Helping hard-to-reach students succeed can be one of the most rewarding experiences of your career. Learn proven skills to reach students who have a history of failure.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 507 - High Performing Teacher**

**Credits:** 3.00

This revolutionary course will make you feel more satisfied every day in the classroom. Learn skills that truly successful teachers use to consistently bring out the best in themselves and their students.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 508 - SLI:Phonics,Voc, &Fluency(K-6)**

**Credits:** 3.00

Gain practical, proven tools to effectively teach your students to decode and assign meaning to words. Learn specific skills and strategies to promote reading fluency and give your students a solid foundation for lifelong reading.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 509 - Classroom Management**

**Credits:** 3.00

To successfully manage today's standards-based classrooms, teachers need to rely on more than one approach. Explore relationships between behavior management, classroom instruction and student learning.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 511 - SLI: Comprehension K-6**

**Credits:** 3.00

Learn research-based strategies to support thoughtful and active reading behaviors. You'll discover various forms of reading assignments, explore the reading-writing connection and gain strategies for promoting active reading.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 514 - Teaching Stdts to Get Along**

**Credits:** 3.00

Develop positive social behavior and skills with hands-on lessons and activities that integrate easily into your school day. Create a positive learning environment where students cooperate, leaving you free to teach.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **EDUV 515 - Found of Reading & Lit K-6**

**Credits:** 3.00

You've been challenged to achieve higher levels of literacy in the classroom. Meet the challenge by learning to integrate new research with traditional reading instruction and lead your students to greater success.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 516 - Bldg Your Rep of Teach Strat.**

**Credits:** 3.00

Learn how to match the best teaching strategy to your learning objectives. See immediate results as more of your students respond as learners and thinkers.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 519 - Designing Curriculum & Instruc**

**Credits:** 3.00

Discover a flexible framework for developing units and lessons to meet the varying needs of your students. Make learning a meaningful, rewarding process for your students.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 523 - Motivating Today's Learner**

**Credits:** 3.00

Fire up student desire to learn and refuel your own teaching effectiveness. Bring your lessons alive for every student in your classroom, even the seemingly unmotivated, with easy-to-use techniques designed to reach all types of learners.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 524 - Including Stdt w/ Spec Needs**

**Credits:** 3.00

Gain the skills you need to support an inclusive classroom environment. This course provides practical strategies to help you adapt and modify your curriculum and instruction to meet the academic needs of all students. You will acquire critical assessment skills to accurately measure student progress.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 526 - Math: Teach for Understanding**

**Credits:** 3.00

How you teach math today will determine your students' success tomorrow. Help all students gain the understanding they'll need without sacrificing basic skill.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 527 - Learning Differences**

**Credits:** 3.00

Discover strategies to understand learning differences and design instruction, curriculum and assessment that tap each student's strengths.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 531 - Assess Improve Stdnt Learn**

**Credits:** 3.00

Strengthen your ability to choose what, when and how to assess, so you and your students can meet today's high achievement standards. (Cross-listed with EDU 430)

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

**EDUV 532 - Helping Stdt Become Self Dir**

**Credits:** 3.00

Inspire your students to develop the self-discipline and thinking skills they will need to thrive in the world. Teach 12 habits of mind they can apply for the rest of their lives, including managing impulsivity, developing creativity and improving persistence.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

#### **EDUV 534 - Teach Reading Elementary Grade**

**Credits:** 3.00

Teach your students the reading and thinking strategies they need to become truly fluent readers. This course will give you the research-based strategies you need to help your students thrive as independent readers and find new joy and meaning in the reading process.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

#### **EDUV 543 - Integrating Internet into K-12**

**Credits:** 3.00

The Internet offers unlimited opportunities for student learning, yet sometimes it's difficult to know where to begin with your instruction. This course offers teachers practical and effective ways to integrate the Web as a learning tool across all curricula. You'll learn instructional models that build upon the diverse resources of the World Wide Web.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

#### **EDUV 546 - Improv Read in theContent Area**

**Credits:** 3.00

Help students meet your subject-area standards. When you learn and use the dozens of strategies in this course, you can boost your student's mastery of content.

**College:** College of Arts & Sciences

**Division:** Graduate

**Department:** Individual Video Courses

**Restrictions:** Must be enrolled in one of the following Major(s):  
Continuing Education Graduate

### **English**

#### **ENG 110 - English Composition**

**Credits:** 4.00

This course is for those who have demonstrated an adequate degree of competence in the Placement Test or to those who have satisfied the requirements of LAC 010. It introduces students to writing as a conscious and developmental activity, in which students are encouraged to think, read, and write across a variety of genres, while maintaining and refining their own voices. Collaborative work, peer criticism, and multiple drafts may be incorporated in any given class, as students are urged to take more responsibility for their writing. The final aim of this course is to refine students' skills further, help bring forth their voices, and instill in them the readiness to use writing in other classes.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Pre-requisites:** Pass Writing Placement Exam 00/00 or LAC 010 Minimum Grade: D

#### **ENG 115 - British Literature I**

**Credits:** 3.00

Exploratory survey of English literature from the Anglo- Saxon period through the Romantics, this course follows the central tradition from Bede and Beowulf through Malory, Spencer, Shakespeare, Donne, Milton, Pope, Swift, up to Blake, Burns, and Byron.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

#### **ENG 116 - British Literature II**

**Credits:** 3.00

Exploratory survey of representative English writers from the Romantic and Early Victorian periods up to modern times, this course will review chronologically such writers as Keats, Shelley, the Brownings, the Gothic novelists, Victorian authors such as Hopkins, Hardy, Yeats, Woolf, Joyce, and late 20th century dramatists, such as Pinter and Stoppard.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

#### **ENG 180H - Exp: Topics: Honors Literature**

**Credits:** 3.00

Freedom & Authority (honors section) We focus on four main themes: personal authority, social authority, political authority, and religious authority. The overarching theme of all of these topics could be posed as a question: How does the individual relate to the group? Nearly all academic disciplines have something to say about this question, and in the course of the semester we will investigate and discuss a variety of texts drawn from different intellectual traditions.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Co-requisites:** BIO 180H, BIO 180HL

**ENG 198 - Expl: Latin Literature/Vergil**

**Credits:** 3.00

**Lecture:** 3.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**ENG 199 - Expl: English Literature/Comp**

**Credits:** 3.00

**Lecture:** 3.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**ENG 200 - American Literature I**

**Credits:** 3.00

Exploratory survey of American literature from Colonial times to the mid-19th century. Coverage through the eighteenth century is broad. After that it is narrower and deeper with particular focus on Hawthorne, Poe, Emerson, Thoreau, Melville, and Whitman.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**ENG 201 - American Literature II**

**Credits:** 3.00

Exploratory survey of major American authors from the mid- 19th century to contemporary times with particular attention paid to Dickinson, Twain, Chopin, James, Frost, Hemingway, Faulkner, Ellison, and Morrison, as well as other representative contemporary writers.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**ENG 202 - Lyrics**

**Credits:** 3.00

One has only to think of popular music to appreciate that lyric poetry-especially the love lyric-is arguably the most vibrant literary form in practice today. This course proposes a broad, cross-cultural approach to the extraordinary richness of the lyric tradition: from Sumer and Akkad to classical China, Greece, and Rome; from the Hebrew Bible/Old Testament and the Koran to the early Islamic love lyric and the troubadours of medieval Provence; from the sonnets of the Renaissance and the ballads of the Romantics to the triumphal odes of Modernism and Southern African praise poetry. An effort will be made to situate the lyrics in their historical context, and to describe some of the ways in which lyric poetry mediates personal and historical experience.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**ENG 203 - Trauma**

**Credits:** 3.00

What are the symptoms of a traumatic experience, and what are some of the challenges faced by those who would survive, recover from, and perhaps bear witness to such an experience? How has trauma been represented in literature? Why do many authors find that it is both vital and inherently problematical to write about it? In short, what challenges does trauma present to those who would articulate it in language, and what questions does this raise about the relation between language and experience, and more specifically, about the social, political, religious, historical, and psychological function(s) of art?

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

**ENG 204 - Animals, Literature, & Culture**

**Credits:** 3.00

This course examines how animals define the crossroads of literary representations and cultural formations. Writers have always turned to animal life to find moving symbols of human conditions and, with the insights of animal science research, more recently to gain a broader understanding of social development. By investigating this history of literary animal studies, this course aims to account for why species differences, especially between humans and animals, remain among the most enduring markers of social difference. In telling stories of dogs, for instance, as variously gods, pets, meat, or pests, humans mark irreconcilable cultural differences among themselves as well as set the limits of what (and who) counts as natural object and cultural subject. As we consider how species boundaries also intersect with historical constructions of gender, race, class, sex, and ethnicity, our readings and discussions will also illuminate how animal literatures model emerging forms of identity and society.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**ENG 206 - Intro Lit Theory & Criticism**

**Credits:** 3.00

This course introduces students to the traditions of critical interpretation with particular attention devoted to more recent developments in the field of literary interpretation. The course examines the extent to which the meaning of texts is determined by structuralist, post-structuralist, feminist, New Historicist, Marxist and other theoretical approaches.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

### **ENG 207 - Intro to Cultural Studies**

**Credits:** 3.00

In the last two decades, under the growing influence of Cultural Studies, the notion of literature has been expanded to include all forms of public expression as equally valid "texts" to be studied within and against their dominant social context. Thus, a novel by Pynchon, a play by Shakespeare, a television show, an urban landscape, a horror film, or a Marlboro ad emerge--through semiotic and political readings, for instance-- as statements about the social and the place of the individual in it. Having developed out of a form of literary studies called Leavisism (named after the literary critic F.R. Leavis) in Great Britain in the 1950s, Cultural Studies has been globalized in the 1970s and broadened to make use of a variety of traditional disciplines. In this course, we will survey a variety of methods in approaching texts.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 209 - Advanced Grammar for Teachers**

**Credits:** 3.00

This course represents a study of the basic theories and practices in modern grammar and usage and the prescriptive-descriptive grammar debate in relations to norms, dialects, and cultural values. Although the greater part of the course deals with traditional grammar, generative, structural, and transformational systems are considered.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 210 - Adolescent & Young Adult Lit**

**Credits:** 3.00

This is a survey course designed to provide a critical philosophy and working repertoire of literature for adolescents. The focus is placed upon the ways this genre represents adolescence as a distinctive psychological social and moral state. We give particular attention to character development and the ways in which "young adult" narratives deal with sensitive issues like gender equity, sexual identity, and cultural differences.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

### **ENG 211 - Family Dramas**

**Credits:** 3.00

The years before WWI have been characterized both as a time of degeneration and nostalgia for a better past and, conversely, as a period of progressive thinking, experimentation, and reform. The five novels that follow (all written in the first quarter of the twentieth century) chart these various attitudes and the changes that prompt them through generations of a single family. Through our reading, we will address questions such as how the family's struggles relate to those of their cultural, historical context and what continuities or breaks we find in their comparative responses. We will read Thomas Mann, *Buddenbrooks* (1901), Proust, *Swann's Way* (1913), John Galsworthy, *The Forsyte Saga* (1922), Edith Wharton, *The Age of Innocence* (1920), and Mikhail Bulgakov, *The White Guard* (1924). As some of these novels are long, we will excerpt sections where indicated, but the course will be reading intensive nonetheless.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 212 - The Short Story**

**Credits:** 3.00

A study of the art of the 19th and 20th century short story as best exemplified by masters of the genre in American and European literature. Readings will range from such early practitioners as Poe to such contemporary masters as Borges.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 214 - Freedom & Authority**

**Credits:** 3.00

We focus on four main themes: personal authority, social authority, political authority, and religious authority. The overarching theme of all of these topics could be posed as a question: How does the individual relate to the group? Nearly all academic disciplines have something to say about this question, and in the course of the semester we will investigate and discuss a variety of texts drawn from different intellectual traditions. Reading includes selections from the Hebrew Bible/Old Testament, and such authors or philosophers as Dostoevsky, Kafka, Thiong'o, Saadawi, James Carroll, Freud, Jung, Fanon, Foucault, and Berlin.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

### **ENG 216 - Law and Literature**

**Credits:** 3.00

This course will provide students the opportunity to explore a variety of introductory topics in literature. A description of the specific topic offered will be posted prior to the registration period. *Woman & Law in Victorian England* In "A Brief Summary, in Plain Language, of the Most Important Laws Concerning Women" (1854), Barbara Leigh Smith Bodichon famously declared that "women, more than any other members of the community, suffer from over-legislations." In this course we will read articles such as Bodichon's that discuss the Victorian woman's legal identity in conjunction with legislation on divorce, marriage, inheritance, and child-custody in order to examine how legal narratives shaped the way women were conceived of and the way women defined themselves in the nineteenth century. Together these reading will provide a context and counterpoint to novels of the period (especially after 1851) that plot the practical consequences of this legislation on women's lives and which imaginatively

projected alternatives to the "legal fictions" about women. Possible novels will include Bronte, Tenant of Wildfell Hall. (1848); Dickens, Little Dorrit.(1857);Collins, The Women in White (1860); Eliot; Felix Holt ( 1866); Meredith, George. Diana of the Crossways (1885); Haggard, She (1887)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

### **ENG 221 - Justice**

**Credits:** 3.00

What is justice? How is justice represented in literature? How do works of literature connect with and illuminate contemporary questions of justice? These are some of the questions that will frame our readings as we explore how questions of law and justice are represented in literature. Readings will include texts by such authors as Shakespeare, Glaspell, Tolstoy, Dorfman and El Saadawi.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 223 - Survey of Women Literature**

**Credits:** 3.00

This course will survey women's writing from the Medieval and Renaissance periods through the twentieth century. It focuses loosely on the way women and perforce their writing are framed by patriarchal assumptions about women's inherent nature and her social roles and relationships. The imaginative literature, non-fiction prose, and contemporary criticism we will read move us through these assumptions and respond to the question of how women's writing redefines, both thematically and stylistically, how we understand the way women form their own communities and values. Rather than view "woman" as a monolithic category, however, we will discuss the ways women communities differ from one another and consider, too, how contemporary feminist criticism establishes another venue for women's self-definition

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 225 - Irish Literature and Culture**

**Credits:** 3.00

Rich in literary artists such as Goldsmith, Sheridan, Synge, Yeats, O'Casey, and Joyce the Emerald Isle has created a reawakened interest in fine arts, film, music, and dance. This course will augment intense study of Irish literature, both historical and contemporary, with background readings into the economic and social context from which the "Republic" has emerged.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 234 - Topics in British Literature**

**Credits:** 3.00

This course will provide students the opportunity to explore a variety of introductory topics in literature. A description of the specific topic offered will be posted prior to the registration period.

**19th Century British Children's Literature:** This course will survey literature of the nineteenth century both about and for children. We will begin by defining the Romantic child, then divide the course into the main genres of children's literature: moral lessons, fantasy worlds of the Golden Age of children's literature, school stories, adventure tales, and nostalgic stories. We will address questions of how our understanding of childhood developed in the nineteenth century, when children became a market for commercial interests, and how the literature contributed to the gendered socialization of good girls and imperial boys. Authors will include Barrie, Burnett, Kipling, Nesbit, Arnold, Edgeworth, Wordsworth and Rousseau.

**Social Movements and Literature:** At the end of the 1800s, the former "angel of the house" rode a bicycle and smoked in public. This "New Woman" was a controversial figure in journalism and fiction because she contradicted the cultural assumption that women's biology dictated her social role, making the social status a natural consequence of her sex. This course will examine the emergence of the new women and their effect on English fiction, society, and politics.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

### **ENG 235 - Topics in American Literature**

**Credits:** 3.00

This course will provide students the opportunity to explore a variety of introductory topics in literature. A description of the specific topic offered will be posted prior to the registration period.

**READING & FILM IN LATE 20TH CENTURY AMER LITERATURE:** This course examines the condition of late 20th century literature and film. Selected readings and films will be analyzed and viewed. Careful viewing, reading and critical analysis is expected.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

### **ENG 300 - Literary Topics**

**Credits:** 3.00

Examples of possible topics include the modern European novel, Shakespeare's tragedies and Renaissance drama, travel literature, and studies in narrative and intellectual history. A description of the topic offered will be posted prior to the registration period.

**SHAKESPEARE:**In this course we will read some of Shakespeare's greatest plays, focusing on both their theatrical and poetic qualities. Texts will include plays such as King Lear, Hamlet, Macbeth, Twelfth Night, As You Like It, Henry IV, and Tempest.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 301 - Topics in Science and Lit**

**Credits:** 3.00

Decades ago, C.P. Snow confronted literary and science scholars with the theory that they have separated into "two cultures," a controversial thesis that concerns intellectual divisions both across and within academic disciplines. In this course, we will take up this challenge by examining how science and literature function as integral parts of culture. Key questions for the course include: what is the relationship between scientific creation and science fiction? How does evolutionary theory function as a globalizing narrative? What is the role of communal practices (paradigms) in shaping the directions of research? What are the local consequences of global scientific and literary achievements? How do societies write biology? Through this comparative approach, we will explore how literary representations influence and reflect developments in science. By examining the ways in which these different fields within shared historical contexts, we will gain a better understanding of science and literature as material practices.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 307 - Topics in Science & Literature**

**Credits:** 3.00

**College:** College of Arts & Sciences

**Division:** Day Division

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 310 - Writing & Women's Health**

**Credits:** 3.00

This course examines the ways that individuals have used writing to engage with the issues of womanhood and women's health, as doctors, patients, theorists, and artists. Cultural ideals of gender often intersect with, and help to define, models of health and illness (and vice versa); as notions of health and womanhood are always culturally constructed and historically contingent, students will read course texts with an understanding of the cultures and individuals that produced them. The chosen writers engage, for example, with issues of the body and gender identity, sexuality, colonialism, race, childbirth, disease, and death. The syllabus will include writers such as Charlotte Perkins Gilman, Gustave Flaubert, Virginia Woolf, Sigmund Freud, May Sarton, Anais Nin, Ama Ata Aidoo, and Audre Lorde. As well as work by medical professionals. A significant component of the course will involve exploring the Maine Women Writers Collection.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 316 - Topics in Law & Literature II**

**Credits:** 3.00

Context in legal studies: the Law and Economics movement and Cultural Studies. Question: Can literary and cultural texts productively inform an understanding of law? Can jurisprudence illuminate critical practices in the Humanities? Literary scenes of confession. Epistemological instability of the confessional mode. Questions about the legal system's emphasis upon confession. Structural parallel between the use of precedent in establishing legal standards and the practice in literary studies of identifying certain texts or authors as exemplary of specific genres or periods. Reading includes texts by Rousseau, Dickens, Dostoevsky, Kafka, Camus, Freud, Paul de Man, Martha Nussbaum, Wai Chee Dimock, Peter Brooks, and selected journal articles

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 320 - The Question of Culture**

**Credits:** 3.00

This course is an introduction to the field of Cultural Studies and its controversies. We read foundational philosophical texts by Nietzsche, Foucault, and Fanon; literary texts by Rushdie, Sircar, Conde, Césaire, Thiong'o, Senghor, and Saadawi (India, the West Indies, and East, West Africa); and scholarly texts by Arnold, Said, Scarry, Leavis, and Jameson.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman  
1st Semester Sophomore

### **ENG 326 - Topics in Literature & Health**

**Credits:** 3.00

"Health" is a complex term, since it can be defined in relation not only to illness, but also to wellness. In this course, we will explore the ways that writers invoke health as a vehicle for enunciating identity, exploring ethical questions, establishing authority, and claiming self-determination. The exact focus of the course will vary, and might include themes such as the body as subject and object, medical ethics, women and health, medicine in film and the visual arts, nursing and doctoring, the healer-patient relationship, cross-cultural healing, madness in literature, and illness narratives. Fundamentally, we will become conscious of the ways that representations of health change over time, across cultures, and according to the perspective from which each story is told. Some versions of this course will have a component related to the Maine Women Writers Collection.

**MADNESS IN LITERATURE:** "Madness" has often functioned as a catch-all term encompassing a variety of ailments, from mild anxiety to psychosis. In this course we will consider texts and films that attempt to represent the experience of mental illness, focusing not so much on medical explanations as on the means by which the categories of "madness" or "mental illness" are constructed and inhabited in various cultural contexts. We will explore the ways that writers invoke mental illness toward a variety of ends, from direct engagement with medical theories or treatments to veiled commentary on the cultures in which they live. The course welcomes students with majors in the health sciences as well as those in the humanities. It will include texts such as William Shakespeare's *King Lear*, Edgar Allan Poe's "The Tell-Tale Heart," Charlotte Perkins Gilman's "The Yellow Wall-Paper," Sylvia Plath's *The Bell Jar*, Flora Schreiber's *Sybil*, and films such as *The Madness of King George* and *One Flew Over the Cuckoo's Nest*.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **ENG 327 - Women Writers of the World**

**Credits:** 3.00

Specific content to be determined for each offering. Examples of possible topics include Postcolonial Women Writers; British Women Writers; Women Writers of the African Diaspora; Bi-Cultural Women Writers; Women Writers of the Americas; Women in the Humanities; and Contemporary Women Writers.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **ENG 328 - Question of Identity in Am Lit**

**Credits:** 3.00

By looking at a whole range of American literature, ranging from the earliest colonial narratives to postmodern fiction and film, students will explore how the meaning of American has changed over time, and how being American meant different things to different people. Settler accounts, native American accounts of the conquest, slave narratives, transcendentalist meditations, culture wars, and unsettled ethnic and race relations all testify that the very consensus around which America has forged its identity is, paradoxically, quite elusive and heavily contested. The selection of texts, periods, and genres will vary from class to class.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **ENG 329 - Topics in World Literature**

**Credits:** 3.00

This course will examine various forms of literature that shed light on the state of the world from the second half of the twentieth century to the present.

**The Clash of Civilizations** This course will examine various forms of literature that shed light on the state of the world from the second half of the twentieth century to the present.

**Tolstoy & Dostoevsky** An opportunity to study, in some depth, major works by two eminent figures in world literature. A look at earlier, shorter works, such as Tolstoy's *Childhood*, *Boyhood*, and *Youth* and Dostoevsky's *Notes from Underground* will serve as preparation for the reading and discussion of two equally profound but vastly different novelistic depictions of the human condition: *War and Peace* and *The Brothers Karamazov*. All readings will be in English, and no previous knowledge of Russian language or literature is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

**ENG 330 - Topics in British Literature****Credits:** 3.00

Examples of possible topics include the Gothic novel; the New Woman novel, the Edwardian period; the 19th-century novel; the literature of World War I; the Booker prize; the fiction of Virginia Woolf, James Joyce, and other major writers; the poetry of W. B. Yeats; and the sonnet in England. A description of the topic offered will be posted prior to the registration period.

**Prize Fiction:** When is a novel worth thousands of dollars? When is a novelist a celebrity? When do books make it on prime-time TV, and when is betting on a novel almost like betting on the Superbowl? Answer: When it's the Booker Prize. This course will focus on one year in the life of Great Britain's top award for contemporary fiction. Discussions will include the concept of giving awards and what characterizes a winner.

**James Joyce:** This course will concentrate on the early prose of Ireland's most important fiction writer, James Joyce. Students should expect to review a brief history of Ireland for background, and then give a detailed reading of the short story collection *Dubliners* and the semi-biographical poetic novel *A Portrait of the Artist as a Young Man*. In addition to frequent quizzes, each student will write two papers, one on each work.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**ENG 335 - Topics in American Literature****Credits:** 3.00

Examples of possible topics include slave and captivity narratives, Native American fiction, women's writings, the American Renaissance, literatures of the frontier, fin-de-siecle America, the Depression novel, literatures of immigration, Hemingway and Faulkner, and modern poetry. A description of the topic offered will be posted prior to the registration period.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**ENG 340 - The English Novel****Credits:** 3.00

While the exact readings may change, this course will reflect the seminal tradition of the British novel from its origins in the early 18th century up to the present. Emphasis will usually be on central authors such as Fielding, Sterne, Austen, Scott, Dickens, Hardy, Conrad, Woolf, Greene, and Ballard.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**ENG 401 - Literatures of the Sea****Credits:** 3.00

Through the interplay of literary theory and marine science, this course charts the varied social and environmental contexts converging in literatures of the sea. Functioning variously as physical setting, character, as well as psychological environment, the sea provides a common focus for writers around the world from ancient times through the present. A wide range of historical and regional literatures will inform our investigations of the ways in which early maritime works influence contemporary representations of the sea. And, by comparing canonical and popular texts, the course will explore not only how authors represent the history of life by, on, and in the sea but also how such representations play an active role in shaping present and future marine ecologies. Readings may include texts by Rachael Carson, Daniel Defoe, Julie Dash, Linda Greenlaw, Homer, Sarah Orne Jewett, Herman Melville, Yukio Mishima, Derek Walcott, and Virginia Woolf. Some versions of this course will have a component related to the Marine Science Education and Research Center.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**Restrictions:** May not be enrolled in one of the following Class(es):

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**ENG 402 - Directed Study in English****Credits:** 1.00 to 12.00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**ENG 403 - Orient,Imperial(ism),&Postcolo****Credits:** 3.00

At the height of the British Empire, it was said that the "sun never sets" on the British Empire--a poetic rendering of the practical point that England controlled roughly two-thirds the globe. In 1877, Queen Victoria was crowned Empress of India, making the subcontinent the "jewel" in her expansive crown. This course will focus on the fiction, poetry, and cultural rendering of India in

English Literature. We will begin with the orientalist writings of Elizabeth Hamilton, Sydney Owenson (Lady Morgan), and Thomas Moore, then move into colonial narratives by Wilkie Collins, Sir Arthur Conan Doyle, Rudyard Kipling, and George Orwell. We will problematize these pictures through E. M. Forster's *Passage to India*, then focus the latter part of the class on selected post-colonial representations of India. Potential authors include Rushdie, Paul Scott, Anita Desai, and J.G. Farrell.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 405 - Topics in Postcolonial Lit**

**Credits:** 3.00

Reading across a wide range of national and regional literatures, this class will highlight the struggles of the non-Western peoples to express their complex postcolonial experiences in the age of globalism. The quest for freedom and authenticity that unites many of the world's non-European peoples will be examined in the modern literary traditions of Arabs, Africans, Muslims, and the indigenous peoples of North and Latin America. The course examines the legacies of the slave trade, imperialism, and late capitalism as backdrops against which such writing takes place.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 410 - Utopia/Dystopia**

**Credits:** 3.00

Considering utopia as both a desirable place and one that is nowhere, as Thomas More indicated, we will trace some of the ways in which humanity tries to order itself and explain that order. The utopic vision, which is often based on a valuation of a freedom that is lacking or missing in the historical context of the work, yearns for a new order, a way out of chaos. In contrast, dystopias describe and explore the realm of chaos. They frequently examine the struggles of individuals who cannot or will not fit into the structures their cultures offer as normative. The position of the individual in relation to the group—a question frequently encountered in our ways of thinking about freedom—is central to a consideration of utopia and dystopia. Specifically, we'll discuss how successfully the individual can maintain an integrated sense of self in spite of social prescriptions (gender, class, faith, race). Reading includes Plato, *The Republic*; More, *Utopia*; Huxley, *Brave New World*; Atwood, *The Handmaid's Tale*; and Ellison, *Invisible Man*.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 415 - Special Topics in Film**

**Credits:** 3.00

This course address topics dealing with specific historical periods (like "1950s Hollywood" or "Recent European Cinema") or thematic groupings (as in "Vietnam Combat Films" or "Hollywood Courtroom Dramas"). So-called "star studies," in which the work of an important performer like Jack Nicholson, Katharine Hepburn or Charlie Chaplin is also systematically analyzed. Normally restricted to advanced undergraduates and/or those students with a significant background in the film studies curriculum.

**THE GLOBAL TWENTIETH CENTURY IN FILM** This course examines a few themes—such a love, immigration, and the general human condition—through different national cinemas. The focus will be on how different cultures deal with the same issues. Many Films will be subtitled.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **ENG 420 - Victorian Age**

**Credits:** 3.00

This course will survey selected movements and themes in English Literature of the Victorian Age, literally spanning the period 1837-1901. One of the most frenetic and revolutionary periods, the Victorian age witnessed industrialization, urban development, political and legal reform, the rise of the middle class, women's changing social status, scientific challenges to religious belief and, of course, literary developments that canvassed all of these issues. It is through the literature of the period (novels, poetry, and essays in particular) that we will approach this influential period of British literary and social history.

Readings will be arranged thematically: Industrialization, Revolution and Radicals, the Woman Question, Science and Religion, Aestheticism, and Empire

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**ENG 435 - Topics in American Literature****Credits:** 3.00

Examples of possible topics include slave and captivity narratives, Native American fiction women's writings, the American Renaissance, literatures of the frontier, fin-de-siecle America, the Depression novel, literatures of immigration, Hemingway and Faulkner, and modern poetry. A description of the topic offered will be posted prior to the registration period.

**Women of the West:** Despite its reputation as a place where "men can be men," the American West has been populated equally by women whose stories are full of adventure, violence, beauty, and regeneration. Through the lenses of fiction, poetry, nature writing, autobiography, and film, this course will introduce students to women outlaws, cross-dressers, gunslingers, prostitutes, pioneers, cowgirls, freedom fighters, ecologists, artists, and more. We will examine the ways that the West has functioned as a borderland or "contact zone" where women have experienced both freedom and oppression, both resistance and containment both racial & ethnic conflict and solidarity across such differences.

**The Slave Narrative:** Focusing on the genre of the African American slave narrative from its origins in the 18th century until the Civil War, this course will explore the themes of writing and self-representation, particularly as they are informed by the issues of race and gender. The authors we will study wrote autobiography during a time in which laws not only forbade slave literacy, but also denied slaves fully human status: we will investigate the significance of these former slaves' literary acts of resistance given the social, legal, political, and material contexts in which they wrote. The last segment of the course will examine later invocations of the slave narrative after emancipation. Reading list will include: classic narratives by Olaudah Equiano, Mary Prince, Frederick Douglass, William and Ellen Craft, and Harriet Jacobs, as well as Elizabeth Keckley's BEHIND THE SCENES: Thirty Years a Slave and Four Years in the White House, Sherley William's Dessa Rose, and Toni Morrison's BELOVED.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**ENG 490 - Capstone Independent Study****Credits:** 3.00

Restricted to graduating majors, the capstone study is undertaken independently to explore a topic in more depth with an English faculty whose work touches on the area of the student's interest. Students will be expected to produce a high-quality paper at the end of the course, one that illustrates their mastery of skills acquired throughout their education at UNE and their ability to contribute original ideas to scholarly and intellectual debates.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**Environmental Studies****ENV 100 - Intro. to Environmental Issues****Credits:** 1.50

An introduction to environmental problems which emphasizes that humans are part of ecosystems within interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. This course required for DES majors as part of the Green Learning Community.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Co-requisites:** BIO 100, BIO 100L, BUEC 104, ENV 150**ENV 101 - Intro to Environmental Issues****Credits:** 1.50

An introduction to environmental problems which emphasizes that humans are part of ecosystems within interdependent cycles which involve other organisms, air, water, chemicals and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. This course is required for DES majors as part of the Green Learning Community.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Co-requisites:** BIO 101, BIO 101L, BUEC 105, ENV 151**ENV 104 - Intro to Environmental Issues****Credits:** 3.00

An introduction to environmental problems which emphasizes that humans are part of ecosystems within interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Co-requisites:****ENV 150 - Intro Green Learning Comm. I****Credits:** 1.00

In this course students explore the concept of community through introduction to several communities: the Department of Environmental Studies, the University of New England, the intellectual milieu of higher education; and place as the basis of community. Students and faculty explore goals in the field of environmental studies, both in the academic realm and the realm of future work as citizen and professional. A major goal of the course is development of communication skills essential for

successful acculturation to university study and to success in the field. Group dynamics, public speaking and written communication skills are emphasized. Several computer applications that facilitate communication are also studied.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** BIO 100, BIO 100L, BUEC 104, ENV 100

### **ENV 151 - Intro Green Learning Comm. II**

**Credits:** 1.00

In this course students explore the concept of community through introduction to several communities: the Department of Environmental Studies, the University of New England, the intellectual milieu of higher education; and of place as the basis of community. Students and faculty explore goals in the field of environmental studies, both in the academic realm and the realm of future work as citizen and professional. A major goal of the course is development of communication skills essential for successful acculturation to university study and to success in the field. Group dynamics, public speaking and written communication skills are emphasized. Several computer applications that facilitate communication are also studied. This course is required for DES majors

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** BIO 101, BIO 101L, BUEC 105, ENV 101

### **ENV 200 - Population and Environment**

**Credits:** 3.00

The ecological and social impacts of current human population growth present us with some of our most serious contemporary challenges. Yet our growth in numbers cannot be disassociated from the growing inequity in the distribution and per capita levels of consumption of the earth's resources. Following investigation of basic population dynamics and theories of demographic change, this course examines the ecological, political, economic, and ethical implications of rapid and continued population growth, differential levels of consumption, and various population control policies & approaches.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:**

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 210 - Pollution & Environment**

**Credits:** 3.00

Pollution is one of the most important factors influencing the quality of life and the degradation of ecosystems. This course will focus on an overview of representative local, national, and global pollution problems. One emphasis of the course will be on the science and policy dimensions of the problems, but the course will also examine the economic and ethical dimensions as well. Examples of topics studied include: general principles and concepts of pollution, local human health and environmental risks, global climate change, high-level nuclear waste disposal, air pollution and the Clean Air Act, water pollution and the Clean Water Act, risks to human health and the environment from heavy metals and organic pollutants, relations between consumption of resources and pollution, and the role of science in environmental public policy and decision making.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 220 - Conservation and Preservation**

**Credits:** 3.00

This course builds on an understanding of the historical roots of conservation and preservation as related but distinct concepts. It then focuses on biodiversity, including the levels of biodiversity, causes for its decline, and methods used to stop/prevent this decline. The values and ethics, legal foundations and economic influences on conservation and preservation of species and ecosystems are also explored. In addition, the current controversy surrounding the idea of Wilderness as areas "untrammelled by man" is analyzed and discussed from historical and current perspectives. Finally, students apply knowledge gained to real-world situations in conservation and preservation.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 220L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 220L - Conservation/Preservation Lab**

**Credits:** 2.00

The lab will focus on the research skills necessary to conduct an investigation of the condition of natural resources. These skills will include: identification and knowledge of local natural history, field research skills such as experimental design, sampling techniques, map- reading, orienteering and use of global positioning systems (GPS); communication skills (writing, speaking and listening); and team-building skills necessary to complete cooperative projects successfully. Humanities-based skill building (photography, literature and music) will help students develop a sense of nature. Offered fall semester

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 220

### **ENV 230 - Environmental Geology**

**Credits:** 4.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 230L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 230L - Environmental Geology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 230

### **ENV 275 - Environmental Issues Seminar**

**Credits:** 1.00

This seminar will give faculty and students the opportunity to explore an environmental topic of interest through readings and discussion. Topics of study may include a current environmental issue (the Endangered Species Act), an historical event (the damming of Hetch-Hetchy), or the life and work of an environmental figure (Aldo Leopold, Rachel Carson). Because topics will change from year to year, this course may be taken more than once. Recent examples of seminar include: Wildlife Conservation Law & Grant Writing.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 295 - Environmental Internship**

**Credits:** 3.00 to 4.00

Students are given the opportunity to explore career ideas through work with a public or private environmental group. Requirements and guidelines are provided by the internship coordinator and include registration preapproval, regular attendance at class sessions, and a site supervisor's evaluation.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

Environmental Science

Environmental Studies

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 301 - Directed Study in ENV**

**Credits:** 1.00 to 12.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 311 - Design w/ Nature:Site Planning**

**Credits:** 3.00

The exponential growth of the human population along with our ever-increasing consumption of natural resources means that the natural environment will continue to be developed by humans. This development need not be destructive to local ecosystems.

We can, as Ian McHarg advocated, "Design with Nature." This course will focus on the idea of how landscapes can be modified for human use in ways that minimize our impact on the natural environment. Focusing on a local site, students will study the principles and processes of site inventory, analysis and design. After achieving a thorough understanding of the opportunities and constraints of the site, students will apply principles of ecological design in developing a plan for the future use of the site.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 311L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 311L - Design w/ Nature:Site Plan Lab**

**Credits:** 1.00

This lab includes field investigations of the site under study. Students will conduct a survey of the existing landscape features on the site, including its physical, biological and cultural components. Focusing on a local site, students will study the principles and processes of site inventory, analysis and design. After achieving a thorough understanding of the opportunities and constraints of the site, students will apply principles of ecological design in developing a plan for the future use of the site.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 311

### **ENV 312 - Wetland Conservation & Ecology**

**Credits:** 3.00

Overview of coastal and inland wetland ecosystems and issues related to the conservation of these important habitats. Lectures and discussions will begin with an exploration of wetland hydrology, soils and vegetation. Building on this knowledge, we will then focus on approaches to managing and protecting these habitats. Course will include visits to local sites and interactions with a variety of professionals working in wetland conservation.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 312L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 312L - Wetland Conserv & Ecology Lab**

**Credits:** 1.00

This lab includes field investigations of local freshwater and coastal wetland habitats, assessment of creation and restoration sites, analysis of field samples, data analysis and report writing.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 312

### **ENV 313 - Wetland Rest: Science & Policy**

**Credits:** 3.00

More than half the wetlands in the United States have been destroyed since the 1700s, and impacts to these ecosystems continue. Recent efforts to create and restore wetlands are a response to this fact. However, there are many unanswered questions about wetland restoration/creation. What is the best process for designing and constructing or restoring a wetland? Are these projects successful in replacing the functions and values of lost wetlands? Are the current policies that allow for wetland creation/restoration as mitigation for impacts to existing wetlands working? Course will include visits to local sites, interaction with professionals in this growing field, and discussion of recent literature.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 313L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 313L - Wetland Rest: Science&Pol Lab**

**Credits:** 1.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 313

### **ENV 314 - Restoring Coast Habitat Maine**

**Credits:** 3.00

This course focuses on restoration efforts occurring along the coast of the Gulf of Maine (including Canadian and U.S. shorelines), with an emphasis on tidal marshes and seagrasses. An overview of the habitat types being restored will be followed by an exploration of the purposes, methods and players involved in projects throughout the Gulf. We will visit and participate in restoration and/or monitoring efforts at several sites in Maine/NH. Restoration efforts will then be evaluated both at the scale of the individual site as well as for the Gulf of Maine as a whole.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 314L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- or ENV 101 Minimum Grade: C- ) and ENV 104 Minimum Grade: C-

### **ENV 314L - Restoring Coast Habitat Maine**

**Credits:** 1.00

This lab includes visits to local coastal wetland restoration sites and with professionals (consultants, regulators, resource managers) working on restoration projects in the Gulf of Maine. We will visit and participate restoration and/or monitoring efforts at several sites in Maine/NH. Restoration efforts will then be evaluated both at the scale of the individual site as well as for the Gulf of Maine as a whole.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 314

### **ENV 315 - Land Conservation Practicum**

**Credits:** 3.00

After reviewing history and philosophy of land conservation in the United States, the course will survey current conservation/preservation efforts at global, national, regional, and local levels. Emphasis will be placed on understanding the goals, philosophies, and practices of representative organizations, both public and private. Internet research on organizations will be supplemented by guest speakers. Themes and skills emphasized include communications, collaboration, goal setting, fundraising, data gathering, focused advocacy, and the role of the citizen.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- or ENV 101 Minimum Grade: C- ) and ENV 104 Minimum Grade: C-

### **ENV 316 - Land Conserv Pract w/Field Lab**

**Credits:** 4.00

After reviewing history and philosophy of land conservation in the United States, the course will survey current conservation/preservation efforts at global, national, regional, and local levels. Emphasis will be placed on goals, philosophies, and practices of representative organizations, both public and private. Internet research on organizations will be supplemented by guest speakers. Themes and skills emphasized include communications, collaboration, goal setting, fundraising, data gathering, focused advocacy, and the role of the citizen.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 316L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 316L - Land Conservation Pract Lab**

**Credits:** .00

Laboratory activities include analysis of land features and resources, along with creation of case statements, brochures, overlay maps, and other products appropriate to conservation efforts. When practical, the lab will include fact-finding field trips to conservation sites and offices.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 316

### **ENV 317 - Case Studies Preserv Biodivers**

**Credits:** 3.00

This course is designed to help students become familiar with case study approaches used in describing and analyzing problems of preserving biodiversity and protected areas such as national parks, national forests, and wilderness areas. Different case study methods will be described; representative national and international case studies will be analyzed; and students will be responsible for researching, presenting, and writing their own case studies. Students will be expected to: (1)describe reasons for using case study approaches; (2)discuss the strengths and weaknesses of using case study approaches; and (3)identify and evaluate the lessons learnt from representative case studies.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 321 - Enviro Policy in Comp Perspect**

**Credits:** 3.00

The purpose of this course is to better understand why environmental issues arise and how policymakers, organizations, and nations choose to respond or not to respond to them through the policy making process. Students will gain a better understanding of how environmental policy is made and changed. They will also explore the scientific, ethical, social, economic, political, and cultural forces that influence the creation and implementation of environmental policy at local, national, and international levels. In semester research projects, students will analyze how such forces shape environmental policy in regard to a chosen environmental issue.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 322 - Enviro Movements&Social Change**

**Credits:** 3.00

This course engages students in a critical and comparative examination of environmental movements around the world using Social Theory, History, and Discourse Analysis. Students will examine how various social movement theories apply to environmental movements and investigate several gender-based and global-level analyses of environmentalism. They will also study a range of often-conflicting environmental discourses, focusing particularly on the various goals and means each discourse advocates for achieving social change. Finally, students will investigate the origins, evolution, and current status of the American environmental movement, before learning about several Southern environmental movements and comparing them to environmental movements in the North. The course concludes with an assessment of the future of environmental movements, and discusses the promises and perils of a united global environmental movement

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 323 - Environmental Advocacy**

**Credits:** 3.00

Students will study the concept of advocacy at grassroots, private, and governmental levels, and, after studying particular issues, practice advocacy in a variety of modes. Students will analyze advocacy organizations and media. Practical skills for advocacy will be emphasized.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 324 - Environmental Economics**

**Credits:** 3.00

This course is designed to expose students to such topics as market and government failure, benefit-cost analysis, the economics of energy, Federal control policies involving air and water pollution, externalities, and environmental issues in other industrialized countries. Crosslisted w/ BUEC 390. Permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Pre-requisites:** BUEC 204 Minimum Grade: D or ECO 204 Minimum Grade: D

### **ENV 326 - Case Studies in Enviro Science**

**Credits:** 3.00

This course is designed to help students become familiar with case study approaches used in describing and analyzing environmental problems involving the use of science in policy and decision making at both the national and international levels. Different case study methods will be described; case studies will be analyzed; and students will be responsible for researching, presenting, and writing their own case studies. Examples of topics include global climate change, the disposal of high-level nuclear waste, air pollution and the Clean Air Act, the use of the precautionary principle in science and environmental policy, and toxic chemicals and human health, to name a few. Students will be expected to: (1)describe reasons for using case study approaches; (2)discuss the strengths and weaknesses of using case study approaches; and (3)identify and evaluate the lessons learnt from representative case studies.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 327 - Environmental Impacts**

**Credits:** 3.00

A comprehensive course designed to provide students with a broad background in several key areas of environmental problems. The overall objectives are: 1) to train students to recognize factors that represent a potential impact on physical, chemical and biological aspects of the ecosystem; 2) to train students in ways of reducing or eliminating environmentally unsound impacts. The lab portion of this course is spent on conducting an environmental impact monitoring project and writing an environmental impact report. A defense of each student's report and his/her are presented at a mock environmental hearing. Third or Fourth-year standing or permission of the instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

**ENV 331 - Women and the Environment****Credits:** 3.00

This course is designed to take an in-depth look at the relationship between women and the environment over time. We will explore several themes, including how women relate to the natural world, impacts to women and the environment, nature as healer, ecofeminism, and women as advocates for the environment. Topics will be studied from a variety of disciplinary perspectives.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-**ENV 332 - The Literature of Nature****Credits:** 3.00

This course explores literature that depicts the natural world with affection, respect, imagination and concern by examining the nature writing traditions of England and America, including the canons of women and Native Americans. Because these traditions present an alternative paradigm to that of modern industrial culture, examination of the literature leads to discussion of how historical influences, including science, religion, and economics, have shaped attitudes toward nature and contributed to consequent environmental problems.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-**ENV 333 - Nature Writers w/ Field Lab****Credits:** 4.00

This course explores literature that depicts the natural world with affection, respect, imagination and concern by examining the nature writing traditions of England and America, including the canons of women and Native Americans. Because these traditions present an alternative paradigm to that of modern industrial culture, examination of the literature leads to discussion of how historical influences, including science, religion, and economics, have shaped attitudes toward nature and contributed to consequent environmental problems. Fully integrated with the study of literature are weekly field excursions that afford opportunities for students to experience land and waterscapes (ecosystems) similar to those described in the texts.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 333L**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-**ENV 333L - Nature Writers Lab****Credits:** .00

This weekly lab integrates the reading of literature with field experiences by means of visitation to a variety of land and waterscapes (ecosystems).

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Co-requisites:** ENV 333**ENV 334 - Contemporary Nature Writing****Credits:** 3.00

This discussion course will examine representative samples of nature writing during roughly the last thirty years in order to survey its diversity and assess its value. Forms and themes to be explored include regional writing, Native American perspectives, wilderness journal, popular lyric, environmental polemic, scientific and philosophic speculation, and magazine writing. Emphasis will be on major figures such as Annie Dillard, Ann Zwinger, Barry Lopez, Edward Abbey, and Wendell Berry.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Environmental Studies**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 334L**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-**ENV 334L - Contemp Nature Writing Lab****Credits:** 1.00

Students will utilize texts from the course as models in order to compose and revise their own nature writing in a variety of

genres.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** ENV 334

### **ENV 336 - Seminar on Edward Abbey**

**Credits:** 3.00

Edward Abbey is a major figure in American nature literature because of his passionate advocacy for wilderness preservation, his critique of industrial capitalism, and his philosophy of nature. In his novels and essays he artfully explores human relationships with nature, issuing prophetic warnings about human abuse of natural systems and about human insensitivity to the earth. In this roundtable seminar students will read the major works and present papers to the class based on both primary and secondary research.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 337 - Outdoor Environmental Ed**

**Credits:** 3.00

Through this mostly out-of-doors course, students will gain a strong sense of place with nature by learning about animal behavior and tracking, map and compass use, sensory awakening, hiking, no-trace techniques, and outdoor survival skills. Readings by broad and varied naturalists, ecologists, and environmentalists; nature journaling; student teaching; and group work will be used to prepare students to act responsibly toward our natural environments, and to become practitioners and teachers of environmental stewardship. Two overnight camping trips are mandatory, as is a weekend field trip in the White Mountains of New Hampshire. Must meet prerequisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Freshman

2nd Semester Freshman

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ( ENV 104 Minimum Grade: C- )

### **ENV 341 - Ind Eco, Con Bio & Pol of Knowl**

**Credits:** 3.00

This seminar in environmental politics focuses on the local-global interaction between indigenous ecological knowledge and Western environmental science in regard to the conservation, use, and management of biodiversity. Students will become more aware of the complexities and conflicts involved in protecting biodiversity and upholding the rights and well-being of indigenous peoples. Students will learn how such conservation conflicts: a) are rooted in differing epistemologies of nature and humans' relationship to nature; and b) are characterized by significant power differentials. By better understanding the roots of these "politics of knowledge", students will gain insight into how conflicts might be resolved so as to improve the conservation of both cultural and biological diversity.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 342 - Globalization, Locality & Env**

**Credits:** 3.00

This course critically examines economic globalization's impacts on the natural environment. Its overall purpose is to assess these impacts, asking how they do or do not align themselves with the earth's ecological dynamics and with the welfare of human communities. Students will first examine globalization's history and current manifestations, and the arguments voiced by both its proponents and its critics. They will then study the complex interactions between the dynamics of globalization and those of the natural world. Finally, they will critically assess a variety of actions generated at the global and local levels in response to globalization, and prepare and present self-chosen case studies of particular human communities and their natural environments being deeply affected by the forces of globalization.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **ENV 343 - Env Racism & Env Justice Mvt**

**Credits:** 3.00

This course addresses the critical issue of how environmental costs and environmental benefits are unequally distributed within society on the basis of race, socioeconomic class, and gender. Students will first examine how race, class, and gender affect

people's position within society. They will then apply this analysis to how such positioning affects people's share of the world's natural resources, and their access to a safe environment. Students will also learn how different people around the world have responded to the tangible realities of environmental injustice through an in-depth examination of the Environmental Justice Movement. Beginning with study of the history and fundamentals of the movement in the U.S., students will go on to explore how communities outside of the U.S. are fighting against environmental injustice in order to understand both the global scope and the future of the movement as a growing political actor in the world.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

#### **ENV 344 - Environmental Ethics**

**Credits:** 3.00

This course focuses on analyses of human attitudes, values, and philosophy towards the natural environment, as well as issues such as the imposition of health risks on humans from their activities. Topics include: historical and cultural roots of the ecological crisis; moral theories used to evaluate the relationships between humans and the environment; moral theories used to evaluate the acceptability of risks imposed on people from human activities; and case studies of the ethical dimensions of actual environmental policies and decisions. The moral theories emphasized will include: utilitarianism, rights based theories, concepts of distributive justice, and deep ecology.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

#### **ENV 398 - Adv Topics ENV Studies**

**Credits:** 3.00

An in-depth study of a topic in the fields of environmental studies. Employing an interdisciplinary approach, the course builds upon prior knowledge and skills attained in the Environmental Core Courses. May be taken more than once if topic changes. Third- or fourth-year standing, or permission of instructor, is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

#### **ENV 399 - Adv Topics ENV Studies**

**Credits:** 4.00

An in-depth study of a topic in the field of environmental studies. Employing an interdisciplinary approach, the course builds upon prior knowledge and skills attained in the Environmental Core Courses. May be taken more than once if topic changes. Third- or fourth-year standing, or permission of instructor, is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Restrictions:** **Co-requisites:** ENV 399L

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

#### **ENV 399L - Adv Topics ENV Studies Lab**

**Credits:** .00

An intensive, hands-on accompaniment to the ENV 399 Advanced Topics course. Examples of the lab experience would include field trips to appropriate locations such as local land conservation sites, water treatment plants, legislative sessions, lectures, performances, as well as activities such as wetland identification surveys, biodiversity identification, watershed mapping, photography, creative writing, archival research.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** ENV 399

#### **ENV 410 - Environmental Research**

**Credits:** 1.00 to 9.00

This course is for advanced majors who may wish to undertake directed research as a special course. A carefully prepared written plan must be presented and approved by faculty. GPA of 3.0 or written permission of faculty sponsor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Restrictions: Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

#### **ENV 495A - Adv. Environmental Internship**

**Credits:** 3.00 to 9.00

The internship experience provides an opportunity to apply environmental theory and methods within a regional, national or international public or private environmental agency. Students agree to follow a curricular guideline as outlined in the DES Internship Packet. Grades are determined through an array of assignments including registration pre-approval, successful job performance, journaling, regular attendance at class sessions, and the compilation of a professional portfolio. Third or fourth year standing required. Must meet pre-requisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Env Science and Studies

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

#### **ENV 495B - Adv Envir Community Internship**

**Credits:** 3.00 to 9.00

DES' Center for Sustainable Communities offers internship experiences which provide an opportunity to apply environmental theory and methods within a local public or private environmental agency. Students agree to follow a curricular guideline as outlined in the DES Internship Packet. Grades are determined through an array of assignments including successful job performance, journaling, papers and seminar. Third or Fourth year standing required. Must meet pre-requisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Restrictions:** Must be enrolled in one of the following Program(s):

BS-Env Science and Studies

#### **ENV 499 - Senior Capstone Exp Enviro**

**Credits:** 3.00

Designed for and restricted to graduating seniors in the Department of Environmental Studies, the Capstone Experience focuses upon a specific environmental issue, question, or perception of current significance in the general context of environmental sustainability. In order to achieve critical analysis of the topic from interdisciplinary perspectives, students will apply concepts and data gained from prior coursework in the department's disciplinary bases and especially in the department's four Distribution Groups. Primary and secondary research and seminar papers will provide the basis for informed discussion, culminating in a final paper or project.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

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

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( ENV 100 Minimum Grade: C- and ENV 101 Minimum Grade: C- ) or ENV 104 Minimum Grade: C-

### **English as Second Language**

#### **ESL 010 - English As A Second Language I**

**Credits:** 3.00

This course is designed to act as an extension of intensive, pre-college preparatory programs. Through interdisciplinary approaches, the curriculum prepares students for using English more effectively at the college level. This course is structured in the tutorial fashion. This format enables students to experience the use of a second language in the classroom setting and polish individual skills through one-on-one meetings. The course work may change with each semester to accommodate varying academic needs. All instruction serves to enhance listening skills as well as verbal and written expression. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages for financial aid and visa requirements. Permission of instructor required.

**College:** No College Designated

**Division:** Undergraduate

**Department:** Student Support Services

**Pre-requisites:**

#### **ESL 020 - English as a Second Lang II**

**Credits:** 3.00

This course is designed to act as a continuation of ESL 100. It will again utilize interdisciplinary approaches to facilitate growth in the ESL student's use of college level English. This course is structured in the tutorial fashion. This format enables students to experience the use of a second language in the classroom setting and polish individual skills through one-on-one meetings. The course work may change with each semester to accommodate varying academic needs. All instruction serves to enhance listening skills as well as verbal and written expression. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages for financial aid and visa requirements.

**College:** No College Designated

**Division:** Undergraduate

**Department:** Student Support Services

**Pre-requisites:** ESL 010 Minimum Grade: D

#### **ESL 030 - ESL Directed Study**

**Credits:** 3.00

The directed study has been created for students who need further preparation after they have completed the ESL sequence. Here, an individual's discipline-specific needs serve as the basis for study in advanced language development focusing on the student's primary field of study. Individuals who wish to undertake such work must first obtain permission from the Office of English as a Second Language and then follow University guidelines found in the Student Handbook for the formulation and approval of appropriate proposals. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements.

**College:** No College Designated

**Division:** Undergraduate

**Department:** Student Support Services

**Pre-requisites:** ESL 020 Minimum Grade: D

### Exercise and Health Promotion

#### **EXS 160 - Intro Applied Exercise Science**

**Credits:** 3.00

This course is designed to introduce students to the Applied Exercise Science major; its relevant academic requirements and, professional opportunities and careers.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

#### **EXS 180 - Motor Learning & Performance**

**Credits:** 3.00

This course investigates the principles of human performance and the acquisition of motor skills. Emphasis is placed on the learning theories, transfer, massed and distributed practice schedules, closed and open environment, motivation, feedback, reinforcement, arousal and retention of motor skills. Students learn to improve their problem-solving ability by incorporating factors within individual, environment, and task that can influence motor learning and skill acquisition.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

#### **EXS 190 - Independent Study in EXS**

**Credits:** 1.00 to 9.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

#### **EXS 210 - Fund of Nutrition & Exercise**

**Credits:** 3.00

This course is an introduction to the field of nutrition with specific applications to exercise nutrition. An emphasis is placed on the nutritional needs of the athlete and the active person. Students will explore the role of diet as it relates to improving athletic or exercise performance; and, those aspects related to making informed choices about foods that reduce the risk of developing or contributing further to health problems as a result of poor nutrition.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 120 Minimum Grade: C

#### **EXS 280 - Health Promotion & Wellness**

**Credits:** 3.00

In this course, current strategies and techniques for transmitting health information are analyzed for effectiveness and appropriateness. Students develop and evaluate strategies and techniques for promoting health and wellness behaviors in a variety of settings: community, fitness facilities, industry, hospitals, and school.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 120 Minimum Grade: C

#### **EXS 290 - Independent Study in EXS**

**Credits:** 1.00 to 9.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

#### **EXS 310 - Kinesiology & Biomechanics**

**Credits:** 3.00

This course focuses on the science of human movement. Skeletal and muscular systems and mechanical analysis of basic motor patterns and sports skills are essential components of this course.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** BIO 345 Minimum Grade: D and ( EXS 180 Minimum Grade: C or EXS 130 Minimum Grade: C )

#### **EXS 320 - Exercise Physiology**

**Credits:** 3.00

This course studies the nervous, circulatory and respiratory systems and allows students to analyze the immediate and long-range effects of exercise on the human body.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance  
**Pre-requisites:** BIO 345 Minimum Grade: D

### **EXS 330 - Fitness Eval & Prescription**

**Credits:** 3.00

Classroom lectures and Practicum in exercise testing, fitness prescription, measurement and evaluation skills are developed. Topics include: medical/health screening, exercise test administration and interpretation, body composition, nutritional assessment, metabolic calculations and exercise program development. ACSM standards are followed.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** EXS 320 Minimum Grade: C

### **EXS 340 - Concepts of Strength&Condition**

**Credits:** 3.00

This course is designed to provide students with the knowledge, skills and abilities needed to design and implement a comprehensive strength and conditioning program. Emphasis is placed on the assessment of sport specific performance components and the design of speed, agility and resistance strength training programs to enhance performance and reduce the risk of injury. This course will assist those students who desirer to take National Strength and Conditioning Association's Certified Strength and Conditioning Specialist Exam, this course is not a preparation course for exam.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** EXS 310 Minimum Grade: C and EXS 320 Minimum Grade: C

### **EXS 350 - ECG:Interpretat&Graded Exercis**

**Credits:** 3.00

This course is designed to provide the knowledge and skills needed to administer and interpret resting and exercise electrocardiograms and administer graded exercise tests in accordance to the American College of Sports Medicines guidelines. Emphasis is placed on the ability to identify various cardiac dysrhythmias. This course includes a review of the anatomy, physiology and electrical conduction of the cardiovascular system.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** EXS 320 Minimum Grade: C and EXS 330 Minimum Grade: C

### **EXS 360 - The Older Adult and Wellness**

**Credits:** 3.00

This course consists of an overview of the concepts, principles, and practices related to planning and delivery of recreation and/or fitness programs for older adults between ages of 55-100+. Abilities ranges for a variety of older adults, from the competitive older athlete to frail elders in home or long term care setting, are studied. Students analyze and develop plans for older adult fitness and/or recreation with the programming appropriate to their physical, mental, financial and social needs.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** EXS 210 Minimum Grade: C and EXS 280 Minimum Grade: C

### **EXS 370 - Applied Exercise Nutrition**

**Credits:** 3.00

This course will discuss the role of nutrition in optimizing physical performance in active individuals. Recent research publications will be used to provide the latest information regarding these areas and to encourage critical evaluation of research. Students will practice translation of scientific information for the public through assignments and discussion. Students will be required to provide nutritional assessments and recommendations specific to optimizing athletic performance for a variety of athletic populations. The major goal for this class is for students to understand the scientific underpinnings of these areas and also to be able to have the practical skills required to become a professional in the area of Nutrition and Sport Performance.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

### **EXS 390 - Independent Study in EXS**

**Credits:** 1.00 to 9.00

Permission of Department Chair and Instructor Required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### **EXS 399 - AES Clinic Internship I**

**Credits:** 1.00 to 3.00

Students apply basic knowledge of Applied Exercise Science to populations under supervised conditions. They are expected to lead and to prepare exercise and health-promoting programs during this experience. Clinical sites are on and off campus in medical, community, and educational settings. Emphasis is on team approach to providing services/care. Third-year Applied Exercise Science majors in good standing (see Applied Exercise Science GPA requirements).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

Applied Exercise Science

Exercise & Health Promotion

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

1st Semester Junior

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

**EXS 499 - AES Clinic Internship II****Credits:** 3.00 to 12.00

This clinical experience provides students with opportunities for practical application of Applied Exercise Science knowledge in a one-on-one setting under the direct supervision of an exercise/specialist or clinician. These placements are with organizations that utilize physical activity programs as a means of disease and risk factor control modification, e.g., cardiac and/or pulmonary rehabilitation, sports medicine clinic, etc. Fourth-year Applied Exercise Science majors in good standing (see Applied Exercise Science GPA requirements) and permission of ESP Fieldwork Coordinator.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Exercise & Sport Performance**Restrictions:** Must be enrolled in one of the following Major(s):

Applied Exercise Science

Exercise &amp; Health Promotion

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

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** EXS 399 Minimum Grade: C

<b>French</b>
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**FRE 100 - Living French I****Credits:** 3.00

This is a beginner's course and it introduces the student to the basic elements of the French language. Although some fundamental grammar is required to structure conversation and understanding, this course is designed primarily to teach students basic conversation through idiomatic expressions. Reading and understanding is also gradually introduced. French in this course is looked at as a "living" and useful tool of communication. This course makes use of the listening-speaking approach and the situational method. French and Francophone cultural elements are an integral part of this course.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English[Back to Top](#)

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## 2006-2007 Course Descriptions

This is a complete listing of all courses offered by the three colleges of the University of New England. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

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

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

### Geology

#### **GEO 200 - Geology**

**Credits:** 4.00

Understanding the world we live in requires some basic information about the abiotic components of the ecosystem. Topics of study will include land form composition and soils, weathering and erosion, hydrology, plate tectonics, volcanism and earthquakes, glaciation, ocean cycles, and climate patterns. Human impacts on the earth's geologic processes and resources will also be explored. Students will also be exposed to map reading and GIS (Geographical Information Systems). Cross listed with ENV 230.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** GEO 200L

#### **GEO 200L - Geology Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Biological Sciences

**Co-requisites:** GEO 200

### Gerontology

#### **GER 506 - The Aging Experience On-Line**

**Credits:** 3.00

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills. (Cross-listed with SSW 636)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

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

#### **GER 520 - Counseling Elders & Families**

**Credits:** 3.00

This summer intensive course covers individual and group practice techniques for counseling older adults and their families. Using a strengths perspective, assessment and treatment techniques used to address issues such as later life depression, substance abuse, a diagnosis of Alzheimer's Disease and anxiety will be covered as well as ways to empower elders through the use of support groups. Types of case management with elders and an overview and methods of accessing geriatric health and long term care resources are also covered. This course is offered one day per week for seven consecutive weeks. (Cross-listed with SSW 598)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

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

#### **GER 525 - Gerontology for Health Prof**

**Credits:** 3.00

This course is a progressive overview of the field of aging beginning with the history and theories of gerontology and transitioning to the methods -providers use with older consumers to maintain wellness and high functional levels in the later years. The latest research on exercise, nutrition and alternative and complementary health care for an aging population will be emphasized. (Cross- listed with NSG 333 and SSW 634)

**College:** College of Health Professions

**Division:** Graduate

**Department:** Certificate Programs

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

**GER 560 - Legal and Ethical Issues****Credits:** 3.00

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court. (Cross-listed with SSW 624 and ACP 555)

**College:** College of Health Professions**Division:** Graduate**Department:** Certificate Programs**Restrictions:** Must be enrolled in one of the following Major(s):

Gerontology

**GER 571 - Social Work Practice w/Groups****Credits:** 3.00

This course is designed to provide an in-depth knowledge of group theory and practice in a variety of settings and for a range of clinical and administrative purposes. (Crosslisted with SSW 571 and ACP 540)

**College:** College of Health Professions**Division:** Graduate**Department:** Certificate Programs**Restrictions:** Must be enrolled in one of the following Major(s):

Gerontology

**GER 601 - Independent Study****Credits:** 1.00 to 6.00

No description available at this time.

**College:** College of Health Professions**Division:** Graduate**Department:** Certificate Programs**Restrictions:** Must be enrolled in one of the following Major(s):

Gerontology

**GER 627 - Pharmacology:Drugs & Behavior****Credits:** 3.00

Examination of the concepts in psychopharmacology, neurophysiology, psychoactive drug classification. Physiological, and psychological aspects of psychopharmacological agents used in the treatment of psychiatric disorder are presented.

Psychopharmacology with the elderly population are explored including use and abuse of prescription and non prescription medications. (Cross- listed with SSW 627 and ACP 520)

**College:** College of Health Professions**Division:** Graduate**Department:** Certificate Programs**Restrictions:** Must be enrolled in one of the following Major(s):

Gerontology

**GER 640 - Narrative Therapy with Elders****Credits:** 3.00

This advance practice course builds on the introduction to narrative therapy provided in Individual, Family, and Group Practice I. The course provides students the opportunity to further develop their knowledge and skills and narrative therapy through work with elders in the context of a unique practice experience. The course will be provided in partnership with an assisted living facility in the area. Students will work one on one and in groups with elders at the facility while learning narrative therapy theory and practice. A closing ceremony will provide further narrative therapy opportunities. Topics to be covered in course include an overview of theories of aging, aging in sociocultural context, review of narrative therapy, ideas and theories, narrative practice techniques as applied to elders, ethical issues and practice with elders, and narrative approaches to issues of loss, aging, and dying. SSW 552, Social Work Practice with Individual, Families and Groups I, or permission of the instructor are prerequisites for this course.

**College:** College of Health Professions**Division:** Graduate**Department:** Certificate Programs**Restrictions:** Must be enrolled in one of the following Major(s):

Gerontology

**GER 670 - Death and Dying****Credits:** 3.00

This course takes an interdisciplinary approach to the study of grief, loss, dying and death. Through lecture, class discussion, case studies, video, and interface with community speakers students will explore theories, perspectives, and practice approaches related to losses, grief, and mourning throughout the life course and with both death and non-death experiences such as suicide, chronic illness/disability, immigrant and refugee experience, child sexual abuse and unexpected transitions in the life course. We will examine how the assumptive world is affected by trauma, tragedy, death and loss, and analyze the ethical and practice dilemmas inherent in working with individuals and families facing long-term caregiving and end of life decisions. Particular attention will be devoted to approaches that embrace compassionate and culturally sensitive practice and we will discuss communication skills, self-awareness and techniques/interventions that are used in a variety of settings with dying and bereaved clients. Students will also reflect on cultural, and spiritual beliefs and values that influence how personal meaning is constructed in relation to loss, grief and death and how these assumptions shape our work as caring professionals. Finally, students will examine the effect of death, dying, and loss on professional caregivers who encounter frequent and recurring experiences with tragedy and loss.

**College:** College of Health Professions**Division:** Graduate**Department:** Certificate Programs**Restrictions:** Must be enrolled in one of the following Major(s):

Gerontology

<b>Graduate Public Health</b>
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**GPH 700 - Public Health Policy, Law & Ethics****Credits:** 3.00

This course introduces key information and concepts for managers on the legal basis and application of law in the public health and health care industry. Examines the ethical problems and issues facing public health care managers.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 705 - Comm. Based Participatory Research****Credits:** 3.00

Participatory Action Research acknowledges that every human being has the capacity to be a change agent. This is accomplished through an alternate view of the research world in which collaboration is emphasized. This course provides theory and skills necessary to plan, implement and evaluate community-based Participatory Action Research initiatives.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**Pre-requisites:** GPH 726 Minimum Grade: B- or GPH 726 Minimum Grade: B- or GPH 726 Minimum Grade: B-**GPH 706 - Public Health Administration: System Approach****Credits:** 3.00

This course provides an overview of the history, content, scope, and processes of public health. Emphasis is placed on administration, organizational culture, management process, management functions and roles, leadership, motivation, communication, and human resource management.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 712 - Principles of Epidemiology****Credits:** 3.00

In this course students explore the factors underlying the distribution and determinants of states of health in various human populations. Emphasis is placed on investigative techniques, epidemiological methodology, and disease prevention.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 715 - Intro to Public Health Concepts****Credits:** 3.00

This course is designed to provide students with a comprehensive introduction to public health concepts within the context of the U.S. health care system. Contents include: the concept of public health, its development from a historical perspective, the role and mission of public health organizations, and an overview of current public health services, models and policy. In addition, students will be introduced to Internet-based distance learning techniques and various research databases using Internet technology.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 716 - Biostatistics****Credits:** 3.00

This is an introduction to biostatistics in public health. The course includes sampling theory and basic statistical and probability concepts that underlie public health research and practice.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 720 - Organizational Theory & Behavior****Credits:** 3.00

This course is a study of organizations designed to create understanding of behavioral concepts necessary for the effective management of organizations. Concepts studied include perception, motivation, leadership, planning, organizational design, culture, and continuing performance.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Graduate Public Health

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

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

### **GPH 722 - Intro to Environmental Health**

**Credits:** 3.00

This course provides an introduction to the ecological basis of health and disease. Students gain an understanding of the application of the principles and framework of ecosystems to issues such as toxic chemicals, fibers and dust, ionizing and non-ionizing radiation, air and water pollution, food chains, and the infectious agents in the environment. General principles and global processes are linked to local issues and the regulatory environment through case studies and site visits.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Graduate Public Health

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

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

### **GPH 725 - Public Health Financial Mngmt**

**Credits:** 3.00

This graduate course examines health care financing from a public health perspective. It will focus on underlying economic issues that influence the resources available for this particular and unique health care system. The course provides an opportunity to apply basic budget and financial management concepts and techniques to public health services. Public health budgeting and finance is presented as an integrated approach enabling public health administrators to translate resource needs into budgets, and to utilize financial information to: identify problems, evaluate alternatives, recommend courses of action, and measure results/outcomes.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Graduate Public Health

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

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

### **GPH 726 - Social and Behavioral Health**

**Credits:** 3.00

This graduate level course provides grounding in fundamental concepts of the behavioral sciences as they illuminate public health. Since public health practice is the application of physical, biological and behavioral knowledge to living societies, a firm understanding of human social organization and behavior is essential. Individual and community responses to prevention, identification of symptoms, diagnoses, treatments, chronic ailments and rehabilitation are discussed. In each of these areas, the course explores the interaction between community, family, patient and health care provider. Residency requirement: Students are required to come to campus for this course.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Graduate Public Health

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

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

### **GPH 728 - Health Literacy**

**Credits:** 2.00

This is a solution-focused course that teaches the fundamentals of health literacy and plain language. It includes a review of recent major national reports about the topic, addresses the evidence base, and teaches basic plain language analysis and writing techniques effective across cultures, audiences, and media.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Graduate Public Health

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

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

### **GPH 730 - Health Care Economics**

**Credits:** 3.00

This course examines applications of economic theory as it pertains to the delivery and distribution of health care services. Provides students a theoretical basis for decision-making in the health care industry from the perspective of the economist.

**College:** College Osteopathic Medicine

**Division:** Graduate

**Department:** Graduate Public Health

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

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 735 - Health Care Info Systems****Credits:** 3.00

This is a course in the application of information technology to patient care and management decisions in healthcare organizations. The course is designed to develop student understanding of the management of information systems and their effective utilization in health services administration.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 740 - International Health****Credits:** 3.00

This course will introduce students to critical issues in international health emphasizing a multidisciplinary approach to understanding global health problems. The concepts and issues of global health will be considered as well as emerging issues and future concerns. Selected critical global topics in areas of environmental health, chronic diseases, infectious diseases, nutrition and mental health will be discussed.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Grad Certificate Public Health

Non-Matric Public Health

Master of Public Health

**GPH 742 - Integ Public Health Practicum****Credits:** 4.00

This course provides the opportunity for students from various concentrations in public health to focus on public health problems from their individual and joint perspectives. This course incorporates public health principles & science including substantive, analytical, administrative, and policy perspectives. Each student is required to design, execute and complete a final project. Must have successfully completed all Master of Public Health requirements before registering for this course.

**College:** College Osteopathic Medicine**Division:** Graduate**Department:** Graduate Public Health**Restrictions:** Must be enrolled in one of the following Major(s):

Master of Public Health

**History****HIS 198 - Expl: World History****Credits:** 3.00**Lecture:** 3.00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** History**HIS 199 - Expl: US History****Credits:** 3.00**Lecture:** 3.00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** History**HIS 200 - T Roosevelt & W Wilson Am Cent****Credits:** 3.00

The course explores the elaboration of the American empire as manifest by the lives, ideas and policies of Roosevelt and Wilson. Students will read memoirs, biographies, and a variety of other materials which, will expose them to, and help them analyze conflicting interpretations of these two individuals.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** History**HIS 202 - American Identity & History****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** History**HIS 204 - Growing Up Female****Credits:** 3.00

From "sugar and spice and everything nice" to "a woman's place is in the House... and Senate" the expectations for a girl's life mirror the ever-changing social, cultural, religious, and political conditions in the United States. In our examination of girlhood from the 17th to the 21st century we will learn of society's changing expectations for females, and the political and cultural roles Americans believed girls played in society.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**HIS 210 - Race & Ethnicity Latin Amer**

**Credits:** 3.00

This course will explore the social, cultural and political dimensions of race, ethnicity and identity in Latin America. Themes covered will include Aztec, Maya, and Inca culture and society, Spanish and Portuguese colonial society, African slavery, the wars of independence and the rise of nations and national identities, and changing conceptions of national identity in the 20th century. The course integrates materials from several disciplines, and students will read diaries, novels and other primary sources in translation, consult current news articles about Latin America, and study film and music.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**HIS 212 - Cultures Imperialism Lat Am/US**

**Credits:** 3.00

This course will explore the political, economic, and social, dimensions of the evolving relationship between the United States and Latin America. Topics will include direct cases of U.S. intervention in Latin America as well as indirect influence including economic and military aid, and political intervention. The course will also examine Latin American responses to U.S. intervention, and the cultural dimensions of U.S. imperialism.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**HIS 222 - US Hist I :Contact - Civil War**

**Credits:** 3.00

A theme-based exposure to the earlier periods of US history. Possible themes could include paradox or irony in US history, US history as the construction of empire, US history as progress or regression, US history as escape from the past. A variety of primary and secondary sources will be employed.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**Restrictions:**

**HIS 223 - US His II:Reconstruct-Present**

**Credits:** 3.00

A thematic exposure to the latter century and a half of US history. Possible themes could include the paradox of race in US history, the architects and managers of the American Century, or consensus and conflict in the US history. A variety of primary and secondary sources will be employed.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**HIS 230 - European His I: to Renaissance**

**Credits:** 3.00

European civilization from the Greeks through the Renaissance, addressing the intellectual, cultural, political, social, and economic developments that shaped European society before the dawn of the modern era . The historical themes of continuity and change and the interdependent development of the various European cultures will be the focus of the course. A variety of source materials will be used.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**HIS 231 - European His II:Modern Period**

**Credits:** 3.00

European history from the Renaissance to the present, addressing the intellectual, cultural, political, social, and economic developments that have shaped the modern age. Emphasis is on the intellectual responses to science, the evolution of the nation-state, and industrialization, along with their impact on society and politics. What has changed over time and what has remained the same will be two of the principal questions asked throughout the course.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**HIS 240 - Latin Amer His I: Colonial Lat**

**Credits:** 3.00

This course is an introduction to major themes in the history of Spanish and Portuguese colonization of the Americas (16th through 18th centuries). Themes might include ecological change, exploitation and resistance, Latin America as evolving periphery, or continuity and change. Students will gain knowledge of the social, political, and economic foundations of Latin America.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

**Restrictions:**

**HIS 241 - Latin Amer His II:Modern Latin**

**Credits:** 3.00

This course is an introduction to major themes in the history of modern Latin America (19th and 20th centuries) Themes might include class conflict and power, imperialism and dependence, or national identity at the periphery. Special emphasis will be placed on Argentina, Brazil and Mexico.

**College:** College of Arts & Sciences

**Division:** Undergraduate  
**Department:** History

### **HIS 250 - American Women's History I**

**Credits:** 3.00

An examination of women as integral players and participants in American history from 1600 to the mid-nineteenth century.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

**Credits:** 3.00

An examination of women as integral players and participants in American history from the mid-nineteenth century to present day.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

### **HIS 290 - History Hands On**

**Credits:** 3.00

This course is an introduction to the goals, methods and tools of historical research and writing. Students will learn how historians formulate research questions, how to locate and read primary sources, how to use secondary sources, how to develop research topics that are focused, and how to organize and present one's research in oral written form. The course is of particular benefit to students majoring in history and other humanities, education students preparing to teach history or social studies and students in any field interested in research projects.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

### **HIS 314 - Contemporary History**

**Credits:** 3.00

This course will explore historical roots of contemporary issues such as trade rivalry, gender relations, ecological deterioration, globalization or selected cases of international conflict. Students will read a variety of sources that will help them develop the ability to raise historical questions when confronted with what appear to be unique or isolated contemporary phenomena or events.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

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

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **HIS 320 - The European Enlightenment**

**Credits:** 3.00

This course examines the relationship between the development of European thought in the 17th and 18th centuries and subsequent social, institutional, and economic change. Emphasis is placed on political and social theory, ethics, and definitions of human personality and the natural universe. Begins with an examination of changes in the European world view between the general European crisis of the late 16th century to the eve of the French Revolution. Continues with a study of the impact of Enlightenment thought on the Atlantic revolution of the 18th century and the development of nationalist, socialist, colonial, and fascist movements in the 19th and 20th centuries.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **HIS 322 - French Revolution & Napoleon**

**Credits:** 3.00

Beginning with an analysis of cultural, social, political, and economic conditions in France before 1789, this course analyzes the reasons for the eruption of revolutionary change in France and follows the Revolution through its successive phases. The rise of Napoleon, his institutional reforms in France, his conquests, the spread of the Napoleonic system, his eventual overthrow, and his lasting impact on Europe are studied in detail.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **HIS 323 - Twentieth-Century Europe**

**Credits:** 3.00

The tumultuous history of twentieth-century Europe with the agony of two world wars, the divisions of a cold war and the hopeful development of the European Union is the subject of this course. Taking a long view of the twentieth century, beginning with the latter third of the nineteenth and concluding with a look at current issues, this course will study the cultural and social movements, ideologies, international tensions, wars, economic developments and people that have made Europe what it is today.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **HIS 330 - Politics/Change Mod Lat Amer**

**Credits:** 3.00

This course will explore the relationship between political change and social movements in twentieth-century Latin America. Despite the diversity of cultures, economic systems and political systems, most nations in the region share certain political and social traditions. These include a sharply unequal distribution of wealth, a concentration of political power, authoritarian regimes, popular revolt, political instability, and the influence of foreign economic and political power. Special emphasis will be placed on Argentina, Brazil, and Chile.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **HIS 331 - Revolution/Social Protest Mex**

**Credits:** 3.00

This course will focus on the tumultuous political, social and economic history of Mexico beginning in the latter half of the nineteenth. Particular attention will be given to conflicts between indigenous people the European and Creole elite, the role of European and US intervention in the evolution of modern Mexico.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **HIS 332 - Cuba:History,Society & Culture**

**Credits:** 3.00

This course will focus on the rich history, society and culture of modern Cuba. Particular attention will be given to processes of nation-state formation, popular mobilization, race relations, economic development, popular and elite cultures, and the influences of foreign powers. Readings will combine recent historical and anthropological studies, essays, films, and literary work. This course might be supplemented by a study abroad trip.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **HIS 333 - Argentina:Hist, Society & Cult**

**Credits:** 3.00

This course will focus on the rich history, society and culture of modern Argentina. Particular attention will be given to processes of nation-state formation, popular mobilization, race relations, economic development, popular and elite cultures, and the influences of foreign powers. Readings will combine recent historical and anthropological studies, essays, films, and literary work. This course might be supplemented by a study abroad trip.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

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

**Credits:** 3.00

Women in the Environment: This course is designed to take an in-depth look at the relationship between women and the environment. We will explore several themes, including how women relate to the natural world, the impact of various forces on women and the environment. Topics will be studied from a variety of disciplinary perspectives.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **HIS 338 - American Communal Experiments**

**Credits:** 3.00

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

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **HIS 339 - Latin Amer History Thru Film**

**Credits:** 3.00

The course is designed to introduce students to Latin American cinema with emphasis on films that make the effort to combine the denunciation of oppression and social injustice with the search for an innovative cinematic style. Through the study of some representative films from Argentina, Brazil, Mexico, and Cuba, we will focus on the aesthetic construction of a cinema of resistance. Class will combine short lectures, class discussions and movie screenings.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **HIS 340 - United States and the World**

**Credits:** 3.00

This course explores the diplomatic history of the United States. Themes will be explored such as Wilsonianism, isolationism, unilateralism and formal and informal empire. Students will be encouraged to look critically at major issues or events in American diplomacy such as the Monroe Doctrine, the League of Nations, free trade and protection, human rights, American mission, and anti-communism.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

### **HIS 341 - Bestsellers & the Big Bad City**

**Credits:** 3.00

Before there were movies, TV or the internet, books were mass media. In this course, we will read books pamphlets and tracts written for or eagerly embraced by large numbers of readers. By looking at bestsellers, we will seek insights into the American cultures which produced and received these texts by attempting to understand not only why these narratives were so popular, but also what relationship they had to American politics, religion, labor relations, and the family. Our readings will focus on tales of the city-its dangers, its promises, and its power. While we focus on bestsellers of the nineteenth century, we will also consider how the themes and issues addressed by nineteenth-century popular literature play out in the twenty-first century.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **HIS 380 - Slavery & Race in US/Brazil**

**Credits:** 3.00

This is a comparative course which examines the historical roots of contemporary race relations in two societies. Starting with the colonial period in the two countries, the course will explore variables which help account for the different ways issues of race have evolved to the present. Novels may be used to supplement course material.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **HIS 400 - Topics in History**

**Credits:** 3.00

Selected topics in history scheduled on a one-time basis when faculty and student interest justifies it.

**History of the U.S. West:** This course will explore the history of the North American West, with an emphasis on the period 1800 to the present. Themes will include exploration, territorial expansion, Indian-White relations, the construction and influences of the transcontinental railroad, and the emergence of the modern postwar urban West. Using the secondary and primary sources- including film, fiction, and art- the class will explore the potent mixtures of myth and reality that shape our understanding of this place and process in American history.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

#### **HIS 404 - Directed Readings in History**

**Credits:** 3.00

A small, seminar type reading course with the focus tailored to student and faculty interest. This course is only open to students with the permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

#### **HIS 420 - Internship I**

**Credits:** 3.00

Professional opportunity for History majors in their senior year. Sites to be arranged by faculty with student in-put. Secondary education students with a major in History will satisfy this requirement through supervised student teaching.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

History

#### **HIS 450 - Fourth Year Thesis**

**Credits:** 3.00

A supervised opportunity to conduct primary or secondary source research and to develop and write a thesis. Upon completion, the thesis will be presented publicly and defended. Required of all History majors.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

History

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

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **Health Services Mgt**

#### **HSM 300 - Intro to Mgt Health Serv Org**

**Credits:** 3.00

This course examines the organization, structure, and operation of the full range of health services organizations, both in-patient and outpatient, and the responsibilities and roles of managers. Areas covered include organizational goals and objectives; roles, functions, and responsibilities of managers; organizational structures; communication among departments/units in organizations; and administrative decision-making.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

#### **HSM 301 - Leadership and Org. Behavior**

**Credits:** 3.00

This course involves the examination of leadership and managerial skills involved in the oversight of health care organizations. Content areas covered include the objectives, functions and interactions between departments, projection of needs, administrative decision-making and alternatives to the present system.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

#### **HSM 302 - Health Serv Delivery Systems**

**Credits:** 3.00

This course examines the major components of the contemporary health care delivery system. The course analyzes the health services delivery systems from both the micro and macro approaches, examining the financial, legal, health, economic, political, educational/training, human resource, administrative, and social implications of the system. The impact of policy and policy changes is also explored. crosslisted with IHH 405.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

#### **HSM 303 - Health Care Economics**

**Credits:** 3.00

Emphasis is on the delivery of personal health care services and the financing of those services. The economic principles of supply and demand, pricing, production, and competition as applied to human and material resources in health service organizations are emphasized. The course assists the student in developing an understanding of the distinctive economic characteristics of the health care delivery systems and the recent trends in expenditures and costs of medical care services; in analyzing and forecasting the demand for and supply of health services; and in analyzing the impact of health payment systems on the health care systems.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

### **HSM 305 - Research Methods in HSM**

**Credits:** 3.00

This course develops the competencies needed to analyze, critique and evaluate research in the areas of health systems and health services management. Students gain an understanding of research techniques, literature review, hypothesis construction, research design and data analysis. Exploration of related literature and practice of the research process enables students to understand the interrelationship between scientific investigation and practical application.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

### **HSM 310 - Hlth Care Finance & Accounting**

**Credits:** 3.00

This course analyzes the financial environment of health care organizations. The course explores health organization funding, rate setting, contracting, reimbursement, and economics as they relate to financial management. Inside the organization, it examines the processes of budgeting, auditing, cost analysis, fiscal reporting, and ratio analysis as management tools for managing finances and making financial decisions.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

### **HSM 370 - Law and Ethics of Health Care**

**Credits:** 3.00

Health Care organizational ethical and legal issues are examined from a theoretical and practical perspective. These issues are examined from the viewpoints of health services managers, health care professionals, health planners, health policy makers and other stakeholders in the health care system. Case studies are used to assist students in developing a personal philosophy to deal with ethical issues and to provide them with collaborative methods to address ethical and legal issues facing those involved in the health service settings.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

### **HSM 401 - Health Care Policy & Planning**

**Credits:** 3.00

The historical development of the nation's system of health care is covered, including visions for the future. It is designed to provide students with thorough knowledge of the field of health services planning and policy, and their impact on the health system and the services being delivered. A review of health care policy development and implementation at the local, state and federal levels is provided. This course assists students developing skills in the analysis of policy, program planning and implementation, and the evaluation of health services. Major health care and related social issues and concerns are addressed in readings and class discussions.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

### **HSM 403 - Human Resources Management**

**Credits:** 3.00

This course examines the basic personnel functions; recruitment, selection, placement, compensation, training and career development of employees. Current government regulatory programs such as equal opportunity, health and safety standards, affirmative action and pension fund protection are examined. Discussion of behavioral theories of the workplace and the techniques that support management of an organization's human resources are explored in this course.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

### **HSM 405 - Marketing of Health Services**

**Credits:** 3.00

This course is intended to provide students with knowledge of the marketing function within health services organizations. It examines the full range of health services, including both public and private. Students in this course analyze the marketing of health services in both the profit and not-for-profit-sectors and develop marketing plans for specific health services and health provider organizations.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

### **HSM 415 - Public, Private, Comm Hlth Org**

**Credits:** 3.00

This course covers individual, social and environment determinants of health and disease, including epidemiological concepts

and methods for data gathering. Students analyze public health programs, health promotion initiatives and risk management programs created to address specific public health needs within diverse communities.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

**Pre-requisites:**

### **HSM 425 - Cult Diversity Health&Illness**

**Credits:** 3.00

The purpose of this course is to broaden the students perception and understanding of health and illness among individuals of the various cultural backgrounds. This course will be of interest to anyone in the health professions. This course is cross listed with IHH 425.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

### **HSM 495 - Field Prac Hlth Serv Mgt**

**Credits:** 1.00 to 6.00

This capstone experience affords the student the opportunity to participate as a member of an organizational administrative team. The student will choose a health care site and work closely with faculty and a management preceptor to complete a management project that will improve or enhance the delivery of health care in the identified organization. May take concurrently with HSM 405, but all other 300-level and 400-level courses must be completed.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Health Services Mgmt

## **Interdisciplinary Health**

### **IHH 221 - Concepts of Community Health**

**Credits:** 2.00

Students are introduced to the role of community health agencies and practitioners in promoting health and preventing disease. The role of the dental hygienist as a community health educator is stressed. In addition, the student becomes familiar with proven teaching methodologies and available resources. Organization and administration of dental public health programs at the international, federal, state and local levels are examined. Emphasis is placed on the concepts of community based health care and specific principles of preventive dental health. Students will participate in a community health practicum which is designed to provide the student with an opportunity to apply knowledge and skills acquired in the classroom to various educational and health care settings within the community. Cross-listed with DEN 221.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health

**Co-requisites:** IHH 211L

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

**Credits:** 1.00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health

**Co-requisites:** IHH 221

### **IHH 333 - Gerontology Hlth Care Profess**

**Credits:** 3.00

The focus of this course is grounded in bio-psycho- social, and spiritual aspects of the elderly population based on current and projected demographics. Analytical evaluation of the theories of aging and a critical review of elders' lives in America are explored through the topics of ageism, pharmacology, nutrition, sexuality, death and dying, law, ethics, economics, and health as these relate to usual aging. The course design supports elders' voices through service learning, readings, and life review interviews. Previous elder experience preferred. Cross-listed with NSG 333.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health

### **IHH 340 - Alternatives for Healing**

**Credits:** 3.00

A presentation of the theories of the interconnectedness of body, mind, spirit, the relationship of illness in the person and in society to this connectedness. The course reviews the varied definitions of health and past and current methods of healing illness. The course compares the current traditional Western model for health and healing with non-traditional and Eastern methods currently available in the United States. Cross-listed with NSG 340.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Interdisciplinary Health

**Pre-requisites:** BIO 208 Minimum Grade: C and BIO 209 Minimum Grade: C and PSY 105 Minimum Grade: D

### **IHH 400 - Research Methods Health Prof**

**Credits:** 3.00

Using an interdisciplinary approach, this course introduces students in the health professions to the elements of qualitative and quantitative research in health care. The course will introduce research theory and process, encourage the use of primary literature using electronic database and the elements of measurements and statistical procedures. Also students will examine the ethical issues in clinical research. Emphasis will be on the ability to: critique published research, work within interdisciplinary groups, identify patient situations where research would improve care and understand the value of evidence-based practice. Student will apply their knowledge and skill in research process and design by completing literature review.

**College:** College of Health Professions

**Division:** Undergraduate  
**Department:** Interdisciplinary Health

### **IHH 402 - Interdiscip Approach to Ethics**

**Credits:** 3.00

This course utilizes the code of ethics for various disciplines as the basis for assisting students to develop an understanding of the skills needed to resolve ethical problems for themselves, the client, the community, their profession, and the health care environment. Through the use of case analysis, article discussion, and debates students will increase their critical thinking and moral reasoning skills, increase their personal accountability for their values and beliefs, and have an increased sensitization to the roles and responsibilities of their own and others health care disciplines. Cross-listed with IHH 502.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Interdisciplinary Health

### **IHH 403 - Health Disparities:Soc Determ**

**Credits:** 3.00

This course will expose, explore and examine inequity and inequality in health and health care. These two interests are related, but not the same. Resolution of disparities in health insurance and access to adequate and culturally appropriate health care, while vitally important and necessary, can neither resolve inequality in health nor redress the inequity that produces it. The impact of inequity and inequality on population health and well-being will be explored. Eco-social epidemiology and lifecourse theory will be developed as the foundation for theory-driven analysis and evidence-based knowledge for practice.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Interdisciplinary Health

### **IHH 404 - Comp Anal of Quantitative Data**

**Credits:** 2.00

A "how to" course that equips students with skills to organize and analyze quantitative data using statistics software. The course will emphasize computation and interpretation of graphics, descriptive statistics, and inferential statistics through hands-on learning using real data sets. Cross-listed with IHH 504.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Interdisciplinary Health

### **IHH 405 - Hlth Care Syst:Interdisc Persp**

**Credits:** 3.00

This course provides a comprehensive overview of the structure, function, financing and other critical issues associated with the United States' health care system from an inter-disciplinary perspective. It is a recommended course for graduate study and fourth year students, in all programs in the College of Health Professions. This course is designed to facilitate students' appreciation of the health care system as a system--that is, as a set of interdependent actors--and, thus, to appreciate the wide-spread consequences of decisions in the clinical, policy, and management arenas on the efficiency, effectiveness and equity of health services. Major actors (institutional and professional providers, patients and populations, and payers, including government and private) are examined in the context of the structure, organization, and financing of health care. The behavior of each actor in response to current economic, political, and ethical issues is explored. Students are encouraged to analyze the system critically and consider ways in which it might be restructured to improve its efficiency, effectiveness and equity. Cross-listed with IHH 505.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Interdisciplinary Health

### **IHH 406 - End of Life Care**

**Credits:** 3.00

This course is designed to introduce students to the knowledge and skills essential for providing clients and their families with quality care at the end of life. Topic areas include ethical/legal issues; cultural considerations; pain and symptom management; communication; grief, loss and bereavement; physical care and preparation for the time of death. The roles of nurses and interdisciplinary care providers are examined as critical participants in the achievement of quality end of life care. Successful completion of second year of the Associate Degree nursing option, or permission of faculty is required. This course is also open to, and suggested for, non-nursing majors. Cross-listed with NSG 406.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Interdisciplinary Health

### **IHH 412 - Principles of Epidemiology**

**Credits:** 3.00

In this course students explore the factors underlying the distribution and determinants of states of health in various human populations. Emphasis is placed on investigative techniques, epidemiological methodology, and disease prevention.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Interdisciplinary Health

### **IHH 415 - Public & Community Health**

**Credits:** 3.00

This course covers individual, social and environmental determinants of health and disease, including epidemiological concepts and methods for gathering information on the public's health and description of risks. Students analyze public health programs, identify health opportunities, and design programs to address specific public health problems. Cross-listed with HSM 415.

**College:** College of Health Professions  
**Division:** Undergraduate  
**Department:** Interdisciplinary Health  
**Pre-requisites:** HSM 302 Minimum Grade: C and HSM 303 Minimum Grade: C

**IHH 423 - Leg Liabil HCP Must Know****Credits:** 3.00

This course incorporates most of the legal liabilities health care professionals are exposed to in the day to day practice of their profession. Topics will include the anatomy of a medical malpractice case including standards of practice, informed consent, patient confidentiality, pain management, advanced directives, end of life decision making, documentation, quality assurance and other related topics. The course will be presented through lectures, true case presentations and group interactions.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Interdisciplinary Health**IHH 425 - Cult Diversity Health&Illness****Credits:** 3.00

The purpose of this course is to broaden the students perception and understanding of health and illness among individuals of the various cultural backgrounds. This course will be of interest to anyone in the health professions.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Interdisciplinary Health**IHH 500 - Research Methods Health Prof****Credits:** 3.00

See course description for IHH 400.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Interdisciplinary Health**IHH 502 - Interdiscip Approach to Ethics****Credits:** 3.00

This course utilizes the code of ethics for various disciplines as the basis for assisting students to develop an understanding of the skills needed to resolve ethical problems for themselves, the client, the community, their profession, and the health care environment. Through the use of case analysis, article discussion, and debates students will increase their critical thinking and moral reasoning skills, increase their personal accountability for their values and beliefs, and have an increased sensitization to the roles and responsibilities of their own and others health care disciplines. Cross-listed with IHH 402.

**College:** College of Health Professions**Division:** Graduate**Department:** Interdisciplinary Health**IHH 503 - Health Disparities:Soc Determ****Credits:** 3.00

This course will expose, explore and examine inequity and inequality in health and health care. These two interests are related, but not the same. Resolution of disparities in health insurance and access to adequate and culturally appropriate health care, while vitally important and necessary, can neither resolve inequality in health nor redress the inequity that produces it. The impact of inequity and inequality on population health and well-being will be explored. Eco-social epidemiology and lifecourse theory will be developed as the foundation for theory-driven analysis and evidence-based knowledge for practice.

**College:** College of Health Professions**Division:** Graduate**Department:** Interdisciplinary Health**IHH 504 - Comp Anal of Quantitative Data****Credits:** 2.00

A "how to" course that equips students with skills to organize and analyze quantitative data using statistics software. The course will emphasize computation and interpretation of graphics, descriptive statistics, and inferential statistics through hands-on learning using real data sets. Cross-listed with IHH 404.

**College:** College of Health Professions**Division:** Graduate**Department:** Interdisciplinary Health**IHH 505 - Hlth Care Syst:Interdis Persp****Credits:** 3.00

This course provides a comprehensive overview of the structure, function, financing and other critical issues associated with the United States' health care system from an inter-disciplinary perspective. It is a recommended course for graduate study and fourth year students, in all programs in the College of Health Professions. This course is designed to facilitate students' appreciation of the health care system as a system-- that is, as a set of interdependent actors--and, thus, to appreciate the wide-spread consequences of decisions in the clinical, policy, and management arenas on the efficiency, effectiveness and equity of health services. Major actors (institutional and professional providers, patients and populations, and payers, including government and private) are examined in the context of the structure, organization, and financing of health care. The behavior of each actor in response to current economic, political, and ethical issues is explored. Students are encouraged to analyze the system critically and ways in which it might be restructured to improve its efficiency, effectiveness and equity. Cross-listed with IHH 405.

**College:** College of Health Professions**Division:** Graduate**Department:** Interdisciplinary Health**IHH 515 - Health Care Management****Credits:** 3.00

This course is designed for graduate students in the health professions and provides an overview of the managerial aspects of health care delivery within the context of the changing health services environment. It describes the influence of social, economic, legal, demographic, and ethical factors on the design and delivery of services, and then presents the theories and application of management principles (including personnel/human resource management, budgeting, planning, organizing, and leading) as means to facilitate the design and delivery of efficient and effective health services in a variety of health care settings. Students work on case studies to apply this knowledge and skills to actual health services organizational settings. cross-listed with HSM 515.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Interdisciplinary Health

### **IHH 565 - Administration and Supervision**

**Credits:** 3.00

The second semester course is concerned with roles and functions of social workers in various administrative and supervisory capacities, and how the work of the human service program is done through the efforts of its staff. Students gain an understanding of the financial management process, human resource issues, board leadership development, and task group leadership. Cross-listed with SSW 565.

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Interdisciplinary Health

### **IHH 636 - The Aging Experience On-Line**

**Credits:** 3.00

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills. (Cross-listed with SSW 636)

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Interdisciplinary Health

### **IHH 670 - Death and Dying**

**Credits:** 3.00

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Interdisciplinary Health

## **Learning Assistance**

### **LAC 010 - Writing Tutorial**

**Credits:** 3.00

This developmental course focuses on the writing process. Enrollment in the course is determined by scores on the writing placement test. Faculty work with students on generating ideas, researching, organizing their work, editing and revising. Students receive assignments and also have the opportunity to bring in writing assignments from other content courses. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' grade point averages. Students must achieve a passing grade in Writing Tutorial prior to enrollment in English Composition, which is required for graduation.

**College:** No College Designated  
**Division:** Developmental Course  
**Department:** Student Support Services

### **LAC 020 - Basic Math & Algebra**

**Credits:** 3.00

The goal of this developmental level course is to develop students' confidence in their mathematical abilities while increasing their competency in using mathematics to solve problems. Enrollment is determined by the mathematics placement test. Topics include properties of real numbers, fractions, decimals, percents, proportions, integers, equations, and data representation. This course is offered on a Pass/Fail basis only. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages. Students must achieve a passing grade in Basic Math & Algebra prior to enrollment in Intro Algebra & Problem Solving.

**College:** No College Designated  
**Division:** Developmental Course  
**Department:** Student Support Services

### **LAC 021 - Intro Algebra & Problem Solving**

**Credits:** 3.00

The goal of this developmental level course is to develop proficiency in using algebra to communicate mathematically and to solve applied problems. Topics include solving equations, applying formulas, graphing, and operations with equalities, polynomials, exponents, and roots. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages.

**College:** No College Designated  
**Division:** Developmental Course  
**Department:** Student Support Services

**Pre-requisites:** Level 2 Math Placement Exam 00/00 or LAC 020 Minimum Grade: P

### **LAC 022 - Adv Algebra & Problem Solving**

**Credits:** 3.00

The goal of this developmental course is to develop proficiency in using algebra to communicate mathematically, represent mathematical relationships, and solve applied problems. Topics include functions, exponents, solving and graphing linear and quadratic equations, rational and radical equations, inequalities, and systems of equations. Credits count toward full-time enrollment, but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point average.

**College:** No College Designated  
**Division:** Developmental Course  
**Department:** Student Support Services

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

**Liberal Learning****LIL 200 - Afro-Hispanic History & Culture****Credits:** 3.00

This course aims to provide an overview of the African Diaspora of Latin America. The class will examine history and culture of the African presence in South and Central America and the Caribbean; this includes arts and architecture, music, painting, and cuisine. The course is taught in English, including all readings.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**LIL 420 - Fourth Year Thesis/Project****Credits:** 3.00

This course serves as a capstone experience integrating previous course work as well as providing a forum for the individual student's interest in a specialized topic. The student will be engaged in individual research topics developed in close consultation with a faculty advisor and a second faculty reader representing a second discipline. Students may elect to write a thesis or to develop a project that represents their research and creativity in some other way. Pre-requisites: Fourth-year standing and permission of the instructor.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**Restrictions:** Must be enrolled in one of the following Major(s):

Liberal Studies

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**LIL 495 - Internship in Liberal Studies****Credits:** 3.00 to 9.00

Students will apply theory and methods while working in a research facility, a non-profit organization, government agency, or private business. Prerequisites: Permission of the Liberal Studies coordinator and a sponsoring faculty member.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**Restrictions:** May not be enrolled in one of the following Major(s):

Liberal Studies

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

1st Semester Senior

2nd Semester Senior

**Liberal Learning****LILE 201 - HT: :Beg to Ren/English****Credits:** 3.00

This course will introduce students to the broad range of human cultures from prehistory to the present, taking a thematic approach rather than a strictly chronological one. In this course, we will cover various episodes in the development of human cultures across the globe, such as the rise of civilization, the emergence of urban societies, religious beliefs and practices, cultural contacts and conflicts, divisions between rich and poor, gender relations across cultures, and the artistic and literary achievements of the world. This course asks students to think critically about ideas within their historical contexts and to examine ways in which human expressions relate to and reflect broad intellectual and cultural patterns. Students will take a total of six credits of Human Traditions, three credits with designation history/political science and three credits with designation english/philosophy. This section is an examination of human endeavors from the perspectives of literature and philosophy and religion. Clarification: The Human Traditions requirement is a two-course sequence. The course will cover topics from different disciplinary perspectives and from different chronological periods. Students must take one course with a History/Political Science perspective (LILH designation), and one course with a Literature/Philosophy perspective (LILE designation). In addition, students must take one of these courses in the fall semester (201 designation) and one in the spring semester (202 designation).

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**LILE 201H - Honors:Human Traditions****Credits:** 3.00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** English**LILE 202 - HT: Ren to Present/English****Credits:** 3.00

Please refer to LILE 201 for course description. Clarification: The Human Traditions requirement is a two-course sequence. The course will cover topics from different disciplinary perspectives and from different chronological periods. Students must take

one course with a History/Political Science perspective (LILH designation), and one course with a Literature/Philosophy perspective (LILE designation). In addition, students must take one of these courses in the fall semester (201 designation) and one in the spring semester (202 designation).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

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

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** LILH 201 Minimum Grade: D

### Liberal Learning

#### LILH 201 - HT:Beginning to 1500/History

**Credits:** 3.00

This course will introduce students to the broad range of human cultures from prehistory to the present, taking a thematic approach rather than a strictly chronological one. In this course we will cover various episodes in the development of human cultures across the globe, such as the rise of civilization, the emergence of urban societies, religious beliefs and practices, cultural contacts and conflicts, divisions between rich and poor, gender relations across cultures, and the artistic and literary achievements of the world. This course asks students to think critically about ideas within their historical contexts and to examine ways in which human expressions relate to and reflect broad intellectual and cultural patterns. Students will take a total of six credits of Human Traditions, three credits with designation history/political science and three credits with designation english/philosophy. This section is an examination of human endeavors from the perspectives of history and political science. Clarification:The Human Traditions requirement is a two-course sequence. The course will cover topics from different disciplinary perspectives and from different chronological periods. Students must take one course with a History/Political Science perspective (LILH designation), and one course with a Literature/Philosophy perspective (LILE designation). In addition, students must take one of these courses in the fall semester (201 designation) and one in the spring semester (202 designation).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

#### LILH 202 - HT: 1500 to Present/History

**Credits:** 3.00

Please refer to LILH 201 for course description. Clarification:The Human Traditions requirement is a two-course sequence. The course will cover topics from different disciplinary perspectives and from different chronological periods. Students must take one course with a History/Political Science perspective (LILH designation), and one course with a Literature/Philosophy perspective (LILE designation). In addition, students must take one of these courses in the fall semester (201 designation) and one in the spring semester (202 designation).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** History

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

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** LILE 201 Minimum Grade: D

### Literature

#### LIT 121 - Lit, Nature & Biology

**Credits:** 1.50

This introductory course examines literature in connection with concepts in biology, and environmental studies. An important goal is to investigate the intrinsic value of literature as a way of knowing. Along with other critical methods, students study and apply mythopoeic analysis (which considers literature as the expression of human dreams and desires), as well as formal analysis. An important goal is to investigate the similarities and differences of literature and science, and in this regard human relationship with the natural world is an important theme. Required for first year DES majors.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Restrictions: Co-requisites:** BIO 100, BIO 100L, ENV 100, ENV 150

#### LIT 122 - Lit, Nature & Biology

**Credits:** 1.50

This introductory course examines literature in connection with concepts in biology, and environmental studies. An important goal is to investigate the intrinsic value of literature as a way of knowing. Along with other critical methods, students study and apply mythopoeic analysis (which considers literature as the expression of human dreams and desires), as well as normal analysis. An important goal is to investigate the similarities and differences of literature and science, and in this regard human relationship with the natural world is an important theme. Required for first year DES majors.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Environmental Studies

**Co-requisites:** BIO 101, BIO 101L, ENV 101, ENV 151

### **LIT 358 - Moroccan Literature & Culture**

**Credits:** 3.00

Contact the Office of Continuing Education for course description.

**College:** College of Arts & Sciences

**Division:** Continuing Education

**Department:** Continuing Education

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

<b>Life Sciences</b>
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### **LSC 110 - Coastal Marine Ecology**

**Credits:** 2.00

Continuing education course offered to high school students only. Course description is available from the Office of Continuing Education.

**College:** College of Arts & Sciences

**Division:** Continuing Education

**Department:** Continuing Education

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## 2006-2007 Course Descriptions

This is a complete listing of all courses offered by the three colleges of the University of New England. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

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

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

### Mathematics

#### **MAT 110 - Quantitative Reasoning**

**Credits:** 3.00

This course is designed to develop students' logical, quantitative, and mathematical thinking skills, while exploring applications. The goals of the course are for students to be able to think critically about the mathematics of topics covered in the news, make decisions on quantitative issues in their lives and careers, and clearly explain their reasoning. The course includes topics such as the use and misuse of numbers, statistics in the media, group decision-making, and personal financial mathematics.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

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

#### **MAT 120 - Statistics**

**Credits:** 3.00

This course is an introduction to decision-making in which students will learn how to apply methods of statistical analysis and interpret the results. Students are exposed to basic concepts of counting and estimation with confidence intervals. Topics include descriptive statistics, probability, binomial and normal distributions. Additional topics may include an introduction to hypothesis testing and the Student's t-distribution. Students will learn to use a statistical software package for performing statistical analysis.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** Level 3 Math Placement Exam 00/00 or Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 021 Minimum Grade: D or MAT 021 Minimum Grade: D or LAC 022

#### **MAT 130 - Math for Elem School Teachers**

**Credits:** 3.00

This course explores the topics encountered in elementary school mathematics and models the related teaching approaches. The goals of the course are to deepen conceptual understanding of mathematics while developing problem solving and communication skills. Topics include properties of the real number system, multi-base arithmetic, set theory, number theory, probability, statistics, measurement, and principles of geometry. This course is recommended for all Elementary Education majors because it covers many of the topics that appear on the mathematics portion of the teacher qualifying examination. Offered in the spring semester. Does not fulfill core curriculum mathematics requirement.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or LAC 022 Minimum Grade: D or MAT 110 Minimum Grade: C- or MAT 120 Minimum Grade: C-

#### **MAT 150 - Statistics for Life Sciences**

**Credits:** 3.00

This course is designed for life science majors. Students will apply principles of research design and statistical analysis to interpret data and draw conclusions about the results of experimental situations relevant to the life sciences. Topics include sampling, binomial and normal distributions, hypothesis testing, t-tests, chi-square, correlation, regression, and analysis of variance. Students will learn how to use statistical computer software to perform statistical analyses.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

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

#### **MAT 180 - Precalculus**

**Credits:** 3.00

This course focuses on the study of functions. It provides a foundation for the study of calculus, chemistry, and general physics. The goal is to help students understand functional relationships, especially as they arise in the physical and biological sciences. Topics include graphing and the analysis and application of polynomial, rational, exponential, logarithmic and trigonometric functions.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

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

### **MAT 190 - Calculus I**

**Credits:** 4.00

This course focuses on the techniques and applications of differential calculus and introduces integral calculus. The goals are to enable students to understand that differentiation is a study of the rate of change of functions and to develop and analyze mathematical models for solving problems. Additionally, students should learn techniques of integration and be able to interpret the meaning of the definite integral in several applications. Topics to be covered include limits, continuity, derivatives of algebraic, logarithmic, exponential, and trigonometric functions, applications of differentiation, Riemann sums, the Fundamental Theorem of Calculus, and techniques and applications of integration.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: C-

### **MAT 195 - Calculus II**

**Credits:** 4.00

This course focuses on the techniques and applications of integral calculus. The goal is to enable students to understand that integration is a study of infinite summation and to utilize this process in solving problems. Applications of integration in several settings and spaces are considered. Additionally differential equations, improper integration, and infinite sequences and series are some of the topics studied.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 190 Minimum Grade: D or MAT 210 Minimum Grade: D or Level 6 Math Placement Exam 00/00

### **MAT 200 - Calculus III**

**Credits:** 4.00

The focus of this course is the study of multivariable calculus. Major topics include vectors, lines, planes, limits, continuity, derivatives, and integrals of vector valued functions. Other topics may include: sequences and series; polar, cylindrical, spherical coordinates; partial directional derivatives; multiple line and surface integrals; the theorems of Green and Stokes. A variety of applications will also be investigated. Technology will be used to investigate concepts and solve problems. Offered in the fall of alternate years.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 195 Minimum Grade: D

### **MAT 215 - Applied Mathematics**

**Credits:** 3.00

This course is an introduction of some of the techniques of applied mathematics, with emphases on applications in the biological and physical sciences and the use of computers in modeling and solving problems. Topics include linear differential and difference equations, linear systems, matrix algebra, algebra of complex numbers, linear transforms, and introductions to partial differential equations and non-linear dynamical systems.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 190 Minimum Grade: D

### **MAT 220 - Linear Algebra**

**Credits:** 3.00

The goal of this course is to introduce students to the theory, techniques, and applications of linear algebra. Some of the topics include systems of linear equations, matrix algebra, determinants, vector spaces, linear transformations, eigenvalues, eigenvectors, orthogonality, and the Gram-Schmidt process. Applications include predator-prey models, economic system equilibrium, Markov chains, traffic flow, balancing chemical equations, and least-squares approximations. Technology will be used to investigate concepts and solve problems.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 190 Minimum Grade: D or Level 6 Math Placement Exam 00/00

### **MAT 230 - Foundations of Mathematics**

**Credits:** 3.00

This course provides an introduction to abstract mathematical thinking and the fundamental concepts of higher mathematics. The primary goal is to develop students' abilities to read, critique, construct, and write mathematical proofs. Topics, generally chosen from discrete mathematics, include logic, set theory, relations, graph theory, recursion and combinatorics.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 190 Minimum Grade: D or Level 6 Math Placement Exam 00/00

### **MAT 240 - Geometry**

**Credits:** 3.00

This course provides a survey of modern approaches to Euclidean and non-Euclidean geometries in two dimensions. The axiomatic foundations of metric and transformational geometries, isometries, similarities, symmetric figures, scaling, measurement, geometric construction, and projective geometry are topics that may be examined. Topics of interest to preservice secondary teachers include tessellation and connections between geometry and other areas of mathematics, including linear and abstract algebra. Technology is used extensively to investigate concepts.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam 00/00 or MAT 180 Minimum Grade: D

### **MAT 310 - Abstract Algebra**

**Credits:** 3.00

This course is an introduction to algebraic systems, their properties, and the operations defined on those systems. The axioms for groups, group representational theory, and the properties of rings and fields will be examined.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 230 Minimum Grade: D

### **MAT 322 - Probability and Statistics**

**Credits:** 3.00

This calculus-based course provides a foundation in the mathematical underpinnings of probability and statistics. Topics include random variables, conditional probability, discrete and continuous probability distributions, combinatorics, linear models, analysis of variance, nonparametric and multivariate analysis. The emphasis is on mathematical theory. Applications will serve as examples to illustrate concepts. Students will use at least one comprehensive mathematical computer package

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 195 Minimum Grade: D

### **MAT 400 - Real Analysis**

**Credits:** 3.00

This course introduces students to a rigorous study of functions of a real variable and related topology of the real line. The concepts of limits, continuity, differentiation, integration, infinite series, sequences and uniform convergence will be discussed.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 200 Minimum Grade: D and MAT 230 Minimum Grade: D

### **MAT 410 - Complex Analysis**

**Credits:** 3.00

This course provides the students with a rigorous study of functions of a complex variable. Topics may include: the algebra, geometry, and topology of complex numbers; differentiation of functions of a complex variable; the Cauchy-Riemann equations; contour integration; Taylor and Laurent series; Cauchy residue theorem; harmonic functions; conformal mapping. Applications related to pure and applied mathematics will be examined.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

**Pre-requisites:** MAT 200 Minimum Grade: D and MAT 230 Minimum Grade: D

### **MAT 470 - Math Education Research Sem**

**Credits:** 3.00

The goal of this course is to create a scholarly atmosphere in which students and faculty engage in research and discussions on topics pertinent to mathematics education and the related body of research. Topics will include at least one major pedagogical issue along with others examining approaches to curriculum, philosophies, or contemporary perspectives on mathematics teaching and learning. Students will learn how to locate information via library and web-based reference sources. Prerequisite: Permission of the instructor and four MAT courses numbered 190 or higher. Does not fulfill core curriculum mathematics requirement.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

### **MAT 480 - Mathematics Research Seminar**

**Credits:** 3.00

This course is designed to create a scholarly atmosphere in which students and faculty engage in discussions and explorations of interesting mathematical topics. Students will present the results of their research in seminar talks and critique talks of their classmates. Topics vary by semester, depending upon the expertise of the instructor and the interest of participants.

Prerequisites: Permission of the instructor and six MAT courses numbered 200 or higher.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

### **MAT 490 - Topics in Mathematics**

**Credits:** 3.00

The goal of this course is to provide students an opportunity not offered in the regular curriculum for in- depth study of advanced topics in one of the following areas: geometry, algebra, analysis, probability, statistics, differential equations, numerical analysis, number theory, applied mathematics, mathematical biology, or one of mutual interest to student and faculty. Prerequisite:

Permission of the instructor. Offered as needed.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Mathematical Sciences

## **Music**

### **MUS 101 - Introduction to Music**

**Credits:** 3.00

A beginning course for the listener, introducing the elements of melody, rhythm, harmony, texture, timbre, and form as found in

the folk, popular, and art music of many cultures.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

### **MUS 102 - Music Fundamentals**

**Credits:** 3.00

This course will study the concepts and skills essential to the basic understanding of music and the playing of a musical instrument. Through intelligent listening, creating and performing of various styles of music, this class hopes to create a better appreciation and understanding for how and why music works. A musical instrument and a rudimentary knowledge of its use are required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

**Co-requisites:** MUS 102L

### **MUS 102L - Music Fund Lab**

**Credits:** .00

This lab is a musical performance lab. Students will play instruments using musical pieces ranging from Bach to Polkas. These pieces will be designated and directed by the conductor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

**Co-requisites:** MUS 102

### **MUS 110 - World Music**

**Credits:** 3.00

An in depth examination of several world music cultures. Students will develop skills in listening, analysis, writing, and critical thinking as it relates to the music periods we will examine. In addition, the course will discuss issues of cross-cultural communication. Open to all students. No prior experience in music is required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

### **MUS 150 - African Drumming Ensemble**

**Credits:** 3.00

This class introduces students to basic hand drumming techniques, and various rhythms from the African continent. The traditional drumming repertoire is mostly taught by rote: therefore, through imitation and repetition, students acquire the skills necessary for the intricate and complex drumming styles of West Africa. This class is open to student with little or no prior drumming experience.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Creative & Fine Arts

## **Nursing**

### **NSG 100 - Fundamentals of Nursing**

**Credits:** 6.00

This course is designed to introduce the novice-nursing student to the concepts and domains basic to nursing practice and to the role of the nurse as a member of the therapeutic team. Based on Patricia Benner's novice-to-expert conceptual nursing model of skill attainment, the student is guided in the domains of the helping role and the teaching and coaching function. Using Maslow's Hierarchy of Need Theory as a framework, the student will begin to develop the holistic assessment skills that are the basis of direct patient care. In addition, the skills required for novice level therapeutic intervention will be practiced in the learning laboratory where competency will be evaluated. These skills will then be applied and supervised by expert nursing faculty in structured client situations. The student will also begin to assess the health care system and explore the ethical and legal parameters of nursing practice.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

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

Associate Degree Nursing

**Co-requisites:**

**Pre-requisites:** BIO 208 Minimum Grade: C and PSY 105 Minimum Grade: D

### **NSG 101 - Nursing I**

**Credits:** 9.00

This course further develops the student's knowledge of the profession of nursing and the concept of health care within the domains of the Helping Role and the Teaching-Coaching Function. The added domains of Diagnostic and Monitoring Function, and Administering and Monitoring Therapeutic Interventions and Regimens are the focus of this course. The student, while participating as a member of the therapeutic interdisciplinary team, begins to use the nursing process in assisting clients of varying ages with common health problems in meeting basic needs. Skill acquisition and practice will continue in the learning laboratory prior to application in the clinical setting. Elements of wellness, culture and diversity, family, nutrition, pharmacology, legal and ethical issues, communication, and critical thinking will be integrated with the concepts of health and human needs.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

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

Associate Degree Nursing

**Co-requisites:**

**Pre-requisites:** NSG 100 Minimum Grade: C and BIO 208 Minimum Grade: C and PSY 105 Minimum Grade: D

**NSG 201 - Nursing II****Credits:** 10.00

This course is designed to provide opportunities for growth in skills acquisition and situational understanding as the student, by caring for clients who have more complex physical problems, moves from novice toward the advanced beginner stage. Domains added to previous ones are: Effective Management of Rapidly Changing Situation, and Monitoring and Ensuring the Quality of Health Care Practices. Nursing skills continue to be learned in the nursing lab. Students apply the nursing process, critical thinking, and nursing skills as they participate as a member of the therapeutic interdisciplinary team to meet the nursing needs of clients in a variety of clinical settings. Elements of culture/diversity, family, community, health, critical thinking, nutrition, pharmacotherapy, legal/ethical aspects, communication, and client teaching within a changing health care system will be integrated.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:****Pre-requisites:** NSG 101 Minimum Grade: C and BIO 209 Minimum Grade: C**NSG 203A - Nursing III: Maternity Nursing****Credits:** 3.00

This course challenges students to expand their ability to apply nursing process and learn new skills while participating and collaborating as a member of the interdisciplinary health care team. This section of the course is designed to introduce the students to the nursing care of women and their families undergoing life changes in the area of maternity nursing.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions(s):** Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:** NSG 211**Pre-requisites:** NSG 201 Minimum Grade: C and BIO 226 Minimum Grade: C and PSY 270 Minimum Grade: D**NSG 203B - Nursing III: Psychiatric NSG****Credits:** 3.00

This course challenges students to expand their ability to apply nursing process and learn new skills while participating and collaborating as a member of the interdisciplinary health care team. This section of NSG 203 is designed to introduce the students to the nursing care of mental health clients undergoing life changes throughout their life span in institutional and community settings. Students continue to develop the management skills, and ethical and legal insight needed for the care of individuals and families dealing with mental health issues.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:** NSG 211**Pre-requisites:** NSG 201 Minimum Grade: C and BIO 226 Minimum Grade: C and PSY 270 Minimum Grade: D**NSG 203C - Nursing III: Pediatric Nursing****Credits:** 3.00

This course challenges students to expand their ability to apply nursing process and learn new skills while participating and collaborating as a member of the interdisciplinary health care team. This section of NSG 203 is designed to introduce the students to the nursing care of children and their families in institutional and community settings. Students continue to develop the management skills, and ethical and legal insight needed for the care of children and families with selected physical and psychosocial problems.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:** NSG 211**Pre-requisites:** NSG 201 Minimum Grade: C and BIO 226 Minimum Grade: C and PSY 270 Minimum Grade: D**NSG 211 - Dimensions of Professional NSG****Credits:** 3.00

This seminar course facilitates the transition of the student from the role of advanced beginner as a new graduate, toward competent clinical practice as a registered nurse. The new knowledge presented focuses on Benner's domain of Organizational and Work-Role Competencies and addresses topics important to the nursing profession (i.e., transition to practice, cultural diversity, professional ethics, legal aspects, and the impact of technology on nursing). The seminar's format uses independent and interdependent study and active class participation to foster self and professional development and a commitment to lifelong learning. Students are actively prepared to take the National Licensure Examination in nursing and to enter professional practice.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Associate Degree Nursing

**Co-requisites:** NSG 203A, NSG 203B, NSG 203C**NSG 301 - Nursing Theory****Credits:** 3.00

This course is designed to introduce the student to Patricia Benner's "Novice to Expert" nursing model and give an overview of major nursing theories. The student is exposed to how nursing theories/ models function as a framework for nursing practice

and nursing research.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

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

Bachelor of Science in Nursing

Bachelor Sci/Nursing Condition

Bachelor of Science/Nursing

### **NSG 302 - Health Assessment**

**Credits:** 3.00

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

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

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

Bachelor of Science in Nursing

Bachelor Sci/Nursing Condition

Bachelor of Science/Nursing

### **NSG 303 - Manage-Challenge of Disability**

**Credits:** 3.00

This course is designed to focus the student's understanding of the functional health of clients and families. It is taken concurrently with the Health Assessment course in order to validate functional health with physical findings to support a nursing diagnosis. The students are also sensitized to the attitudinal, physical and architectural barriers that our society places on persons with disabilities and chronic illness.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

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

Bachelor of Science in Nursing

Bachelor Sci/Nursing Condition

Bachelor of Science/Nursing

### **NSG 304 - Families in Crisis**

**Credits:** 3.00

This course is designed to assist students in developing a plan of care for various families in crisis. Family Theory, crisis intervention and case management are covered. Classroom experiences focus on concepts relating to families in crisis as they present in various health care settings.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

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

Bachelor of Science in Nursing

Bachelor Sci/Nursing Condition

Bachelor of Science/Nursing

**Pre-requisites:** NSG 301 Minimum Grade: C and NSG 302 Minimum Grade: C and NSG 303 Minimum Grade: C

### **NSG 305 - Health Edu in the Community**

**Credits:** 3.00

This course is designed to introduce the student to principles of teaching and learning within community health education. Theories and principles of adult education are covered, as well as strategies for teaching diverse groups of learners. Skills in presentation development, preparation, modular development and the use of multi media aids are covered.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

**Pre-requisites:** NSG 301 Minimum Grade: C

### **NSG 306 - Health Services Delivery Syst**

**Credits:** 3.00

An examination of the major components of contemporary health care delivery systems is undertaken in this course. The course analyzes the health services delivery system from both the micro and macro approaches, examining the financial, legal, health, economic, political, educational/training, human resource, administrative, and social implications of the system. The impact of policy and policy changes is studied. (Cross-listed with HSM 302/IHH) 405)

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

### **NSG 340 - Alternatives for Healing**

**Credits:** 3.00

A presentation of the theories of the interconnectedness of body, mind, spirit, the relationship of illness in the person and in society to this connectedness. The course reviews the varied definitions of health and past and current methods of healing illness. The course compares the current traditional Western model for health and healing with non-traditional and Eastern methods currently available in the United States.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Nursing

**Pre-requisites:**

**NSG 345 - Mental Hlth Focus Gen Pop Comm****Credits:** 3.00

This course will expand on basic developmental, psychological and psychiatric theories and concepts of mental health. A holistic behavioral health model will be used to explore the use of a variety of approaches; such as cognitive-behavioral, dialectical behavior and complementary and alternative therapies; for working with groups and families in non-acute, community settings. Cultural and ethical aspects, health promotion, and care provider roles and relationships will be investigated. Students will have the opportunity to focus on a chosen area of special interest.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Pre-requisites:** NSG 203B Minimum Grade: C**NSG 355 - Pharmacology****Credits:** 3.00

Essential concepts of pharmacology are discussed. Specific classifications of medications are identified and organized according to body systems and their therapeutic use in treating common diseases. Benefits and limitations of pharmacotherapy are identified, as well as alternative methods for the management of chronic disease. Current pharmacology issues will be integrated throughout the course.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Associate Degree Nursing

Associate Degree Nursing

Bachelor of Science in Nursing

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

ADN Nursing Year 2

BSN Nursing Year 1

BSN Nursing Year 2

**NSG 365 - Interpersonal Communication****Credits:** 3.00

The course will include the studying and practicing of interpersonal communication skills, identifying power factors and assertive behavior, with the goal of increasing the student's level of self-esteem, on a personal and professional level, as well as improving his/her effective functioning under stressful conditions in the work environment.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**NSG 401 - Nursing Research Methods****Credits:** 3.00

This course is designed to provide students with the basic theory and critical thinking skills necessary to analyze critique and evaluate nursing research. Quantitative and qualitative methodologies are discussed. Exploration of related literature and completion of various aspects of the research process enhance the students understanding of the interrelationship between nursing research in the domains of nursing practice. Completion of NSG 300-level courses required.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

Bachelor of Science/Nursing

**Pre-requisites:** MAT 120 Minimum Grade: C**NSG 402 - Community Health Nursing****Credits:** 6.00

The concept of the community as a client is introduced in this course, with the nurse seen as accountable to society & having impact on other professions. Principles of public health, community health, societal health and public policy are the focus of the community-based didactic and clinical experience. Completion of 300-level courses, Minimum Grade: C required.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

Bachelor of Science/Nursing

**Co-requisites:****Pre-requisites:** NSG 304 Minimum Grade: C and NSG 305 Minimum Grade: C**NSG 403 - Leadership & Mgt in Nursing****Credits:** 6.00

This capstone course offers students the opportunity to identify, explore, and develop their personal leadership/management potential. The major leadership and management theories are identified and applied. Didactic and clinical experiences focus on allocation of resources, communication, conflict resolution, delegation and the process of total quality management. The focus of clinical component is on the application of leadership/management theory and skills in various nursing practice settings.

Completion of NSG 300-level courses, Minimum Grade: C required.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** Must be enrolled in one of the following Major(s):

Bachelor of Science in Nursing

**Co-requisites:****Pre-requisites:** NSG 401 Minimum Grade: C and NSG 402 Minimum Grade: C

**NSG 406 - End of Life Care****Credits:** 3.00

This course is designed to introduce students to the knowledge and skills essential for providing clients and their families with quality care at the end of life. Topic areas include ethical/legal issues; cultural considerations; pain and symptom management; communication; grief, loss and bereavement; physical care and preparation for the time of death. The roles of nurses and interdisciplinary care providers are examined as critical participants in the achievement of quality end of life care. This course is also open to, and suggested for, non-nursing majors.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**NSG 412 - Peri-Operative Nursing****Credits:** 3.00

Using General Systems Theory, this course is designed to introduce the student to the role of the nurse in the peri-operative setting and to have the knowledge and skills necessary to knowledgeably begin a preceptored surgical unit orientation. Following the natural progression of the peri-operative event, the course will provide the theoretical and conceptual underpinnings relevant to the pre-op, intra-op, and post-op phases with greatest emphasis on the intra-op phase. Theoretical and practical application of the nurse's role through classroom discussion and, using an actual operating room setting, laboratory-learning activities. Areas of content include patient education, documentation, case management, ethical/legal considerations, safety, elements of professional practice, and technical aspects in the care of the surgical patient.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:** **Pre-requisites:** NSG 101 Minimum Grade: C and NSG 201 Minimum Grade: C**NSG 455 - Case Management****Credits:** 3.00

This course explores the roles of the case manager as a catalyst, problem solver, and educator in a variety of settings. The influence of insurance and health benefits plans will be discussed in light of legal and ethical responsibilities of the nurse manager. The case management procedures of communications, work process, integrated management and role of the nurse case manager in a variety consulting roles will be highlighted.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Restrictions:****NSG 495 - Directed Study****Credits:** 1.00 to 4.00**College:** College of Health Professions**Division:** Undergraduate**Department:** Nursing**Occupational Therapy****OTR 201 - Intro to Occupational Therapy****Credits:** 2.00

Introduction to concepts of occupational therapy including history of the profession, beginning activity analysis, medical terminology, basic physical evaluation techniques (range of motion, manual muscle testing), transfers and mental health concepts. Includes .5 credit for volunteer experience. Offered fall semester only.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:****OTR 250 - Seminar1: Intr to Communication****Credits:** 1.00

Listening skills are emphasized as students engage in dialogue about gender, race, class, culture, age, ability and sexual preference. Listening partnerships, team building and conflict resolution skills are developed as a basis for effective communication with peers, clients and professionals of diverse backgrounds. Group process is introduced. Offered spring semester only.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

1st Semester Freshman

2nd Semester Freshman

**OTR 301 - OT: Foundations of Practice****Credits:** 3.00

This course introduces the conceptual foundation of occupational therapy. How humans engage in occupation and how, changes in health status and environments impact on occupational performance are examined. Application exercises help reinforce concepts. Offered fall semester only.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

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

### **OTR 302 - Analysis of Occ Performance**

**Credits:** 3.00

Analysis of tasks and skills used in the performance of daily occupations. The primary roles and functions of the occupational therapist in evaluation, and intervention will be introduced. The impact of culture, values, attitudes, and the environment on occupational performance also will be introduced. Students will develop teaching-learning skills. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

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

### **OTR 303 - Biopsychsoc Dimensions Elders**

**Credits:** 2.00

This course complements and integrates with other courses Fall Semester by introducing the student to the demographics and heterogeneity of the growing elderly population. Health and wellness concepts and sensitivity to the aging issues the elderly face are stressed. Students will explore strategies to help the elders deal with physical, social, emotional, and spiritual losses, and fulfill their valued occupational roles. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

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

**Co-requisites:** OTR 304

### **OTR 304 - Biopsychsoc Dimensions Occupat**

**Credits:** 2.00

This is an introductory course on the biopsychosocial perspectives of occupational therapy: the specific focus is the psychosocial dimensions of performance in the elder population. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

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

**Co-requisites:** OTR 303

### **OTR 310 - Kinesiology**

**Credits:** 2.00

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

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

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

**Co-requisites:** OTR 310L

### **OTR 310L - Kinesiology Lab**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Junior  
 2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Co-requisites:** OTR 310**OTR 311 - Biopsychsoc Dimension Adulthd****Credits:** 3.00

The student studies the biopsychosocial dimensions of human occupation in adulthood (approximately ages 26-64). Disruptions in occupations are viewed through the lens of occupational therapy theory. Approaches to evaluation, intervention and intervention planning to support the roles and abilities needed to participate in the occupations of adulthood are explored. Community practicum experiences are integrated. Offered spring semester only.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**OTR 312 - Occupational Perform Adulthood****Credits:** 4.00

The student learns evaluation and intervention with adults who are experiencing disruptions in their occupations. The student learns to gather an occupational profile and to administer standardized and non-standardized assessments in order to analyze occupational performance. Performance skills, performance patterns, contexts, activity demands, and client factors are all considered and target outcomes are identified. Interventions are practiced and the student learns to begin refining documentation skills. Community practicum experiences are integrated into the course. Offered spring semester only.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**OTR 316 - Research Methods****Credits:** 3.00

The student will gain knowledge on research design. The student will develop skills in critiquing research and writing scholarly papers. Topics will include: descriptive statistics (including survey, item and scale development), quantitative and quasi-experimental (including single subject research design), experimental, and qualitative analysis. Offered spring semester only.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

1st Semester Freshman

2nd Semester Freshman

**Co-requisites:** OTR 316L**OTR 316L - Research Methods Lab****Credits:** .00**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

1st Semester Freshman

2nd Semester Freshman

**Co-requisites:** OTR 316**OTR 350 - Community Practicum I****Credits:** 1.00

Provides an introduction to professional behavior, the changing role of occupation with the elderly, and the importance of activity in the maintenance of wellness. Experience is gained with observation, interviewing, initial assessment, occupational analysis and planning, and beginning documentation. Reflection on field-based experience is elicited. Class presentations and discussions promote integration of theory and experience. Offered fall semester only.

**College:** College of Health Professions**Division:** Undergraduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior  
2nd Semester Senior

### **OTR 351 - Community Practicum II**

**Credits:** 2.00

Provides a structured field-based setting with adults experiencing disruptions in their occupations. Offered spring semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **OTR 352 - Group Process/Leadership**

**Credits:** 1.00

Theories about group process are emphasized. Experiential activities highlight group dynamics and are used to improve effectiveness as a group leader. The therapeutic use of self and the occupational therapy evaluation and intervention process related to groups are developed. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **OTR 353 - Intro Problem-Based Learning**

**Credits:** 1.00

This course introduces students to the principles of problem-based learning. The focus is the development of critical thinking skills for occupational therapy practice. There is an emphasis on self-directed inquiry and learning facilitated by faculty. Offered spring semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **OTR 401 - Biopsychsoc Dimensions Adoles**

**Credits:** 3.00

The course addresses the biopsychosocial dimensions of human occupations in adolescence and young adulthood. Disruptions in occupation due to disability, disadvantage, and/or life circumstance are examined. Frames of reference which guide evaluation and intervention to support engagement in occupation and participation are presented. Community practicum experiences are integrated. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Senior

2nd Semester Senior

**Co-requisites:** OTR 402, OTR 402L

### **OTR 402 - Occ Perf Adolescence/Young Ad**

**Credits:** 4.00

The student learns to evaluate and intervene with adolescents and young adults who are experiencing disruptions in occupations. The student refines skills in gathering an occupational profile and administering standardized and non-standardized assessments to analyze occupational performance. Performance skills, performance patterns, contexts, activity demands and client factors are all considered and target outcomes are identified. Community practicum experiences are integrated. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Senior

2nd Semester Senior

**Co-requisites:** OTR 401, OTR 402L

**OTR 402L - Occ Perf Adolescence/ Young Ad**

**Credits:** .00

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Senior

2nd Semester Senior

**Co-requisites:** OTR 401, OTR 402

**OTR 411 - Biopsychsoc Dimensions Child**

**Credits:** 3.00

The student learns concepts of typical and atypical development with emphasis on infants, children, and young adolescents (birth through 12 years). OT process, frames of reference, and intervention planning are presented. Offered spring semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

2nd Semester Senior

**Co-requisites:** OTR 412

**OTR 412 - Occupational Perform Children**

**Credits:** 5.00

The student learns to analyze occupational performance in infants, children, and young adolescents (birth through 12 years) in a family based model. The student analyzes childhood occupations and the impact of performance skills, performance patterns, contexts, activity demands, and client factors by doing standardized and non-standardized assessments. Intervention skills and outcome criteria are practiced. The student refines documentation skills and relates community practicum experiences to content. Offered Spring semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Senior

2nd Semester Senior

**OTR 421 - Health Mgmt & Delivery**

**Credits:** 3.00

This course explores theories and application of management activities, including personnel relations, supervision, administration, budgeting, planning, organizing and operating a department in a variety of health care settings. It also focuses on the complex mixture of separate subsystems which currently exist in the U.S. health care system. Its purpose is to examine the current issues and trends in health care and to prepare the student for future change in the delivery of therapy services within a wide range of health care and community systems based on an evidence based approach. This course also provides the opportunity for the student to examine his/her responsibility as a change agent and explore the various avenues that create change. Offered spring semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

2nd Semester Senior

**OTR 450 - Community Practicum III**

**Credits:** 2.00

Provides a structured field-based setting for adolescents and young adults experiencing disruption in their occupations. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Senior

2nd Semester Senior

**OTR 451 - Community Practicum IV**

**Credits:** 2.00

Provides a structured field-based setting with children who are experiencing disruptions in their occupations. Offered spring semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

2nd Semester Senior

**OTR 452 - PBL: OT for Young Adults**

**Credits:** 2.00

The student will participate in problem-based learning exercises in a small group. In this self-directed inquiry process, the student will use case studies of adolescents and young adults that reflect the practice environment to learn and integrate previous and new knowledge and skills. The goal will be the development of critical thinking to determine best practice. Offered fall semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

1st Semester Senior

2nd Semester Senior

**OTR 453 - PBL: OT for Children**

**Credits:** 2.00

Continuing the problem-based educational model, this course focuses on children and their families. The student will engage in case formulations that require synthesis of knowledge, skills, and clinical reasoning to determine best practice. A variety of conditions and contexts will be used to facilitate student learning and competence in pediatrics. Offered spring semester only.

**College:** College of Health Professions

**Division:** Undergraduate

**Department:** Occupational Therapy

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

Occupational Therapy

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

2nd Semester Senior

**OTR 500 - Fieldwork IIA**

**Credits:** 6.00

Supervised full-time 12 week OT clinical experience in approved centers throughout the United States. IIA and IIB are required, IIC is optional.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy

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

M.S.Occupational Therapy

Post Professional Occ Therapy

**OTR 501 - Fieldwork IIB**

**Credits:** 6.00

Supervised full-time 12 week OT clinical experience in approved centers throughout the United States. IIA and IIB are required, IIC is optional.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy

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

M.S.Occupational Therapy

Post Professional Occ Therapy

**OTR 502 - Fieldwork IIC**

**Credits:** 6.00

Optional/Supervised full-time three months OT clinical experience in approved centers throughout the United States. IIA and IIB are required, IIC is optional.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy

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

M.S.Occupational Therapy

Post Professional Occ Therapy

**Pre-requisites:** OTR 500 Minimum Grade: P and OTR 501 Minimum Grade: P

**OTR 505 - Advanced Practice Seminar**

**Credits:** 4.00

The graduate advanced practice seminar is designed to develop clinical reasoning skills and skills of evidence based practice. Students will use cases or clinical problems to explore and analyze best practice methods in their identified area. Offered spring semester only.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Occupational Therapy

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

M.S.Occupational Therapy

Post Professional Occ Therapy

**Pre-requisites:** OTR 500 Minimum Grade: P or OTR 501 Minimum Grade: P

**OTR 516 - Research Design****Credits:** 2.00

In faculty-student teams, students will design and develop a research proposal to be submitted to the Institutional Review Board. The goals are to foster an appreciation of the value of research to the profession while gaining skills to conduct research. Offered fall semester only.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

1st Semester Senior

2nd Semester Senior

**OTR 517 - Research Project****Credits:** 3.00

In faculty-student teams, students will conduct the research designed in OTR 516, begin analyzing and interpreting the results, and present the initial findings in a poster at the CHP sponsored research day. Offered spring semester only.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Occupational Therapy

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

2nd Semester Senior

**OTR 518 - Research Seminar****Credits:** 1.00

The graduate advanced practice seminar is designed to develop clinical reasoning skills and skills of evidence based practice. Students will use cases or clinical problems to explore and analyze best practice methods in their identified area. Offered spring semester only.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

M.S.Occupational Therapy

Post Professional Occ Therapy

**OTR 519 - Evidence-Based Research Sem****Credits:** 3.00

This course includes analysis of how research relates to changes in practice, reimbursement, quality assurance, continuing competency, evidence-based practice, and other issues. All work in this course will be done individually building upon previous research skills. The student will be expected to develop his/her research interest to an advanced level. Offered spring semester only.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

M.S.Occupational Therapy

Post Professional Occ Therapy

**OTR 530 - Professional Elective****Credits:** 4.00

This course is designed to respond to current opportunities and issues in health care. Students develop and present a final portfolio highlighting their clinical and academic successes. Students integrate and complete the goals of their Individual Learning Plans (ILP) as preparation for practice. Offered May term only.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

M.S.Occupational Therapy

Post Professional Occ Therapy

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

OT 5th Year

**OTR 550 - Deliv Sys: Reality of Practice****Credits:** 4.00

Delivery systems will be readdressed from the outlook of one who has gained experience in practice. What was learned in fieldwork will be applied to more closely scrutinize, define, and integrate OT's roles, with a particular emphasis on non-traditional ones, in practice. The student will be asked to scrutinize the role of occupational therapy within one of these newly identified arenas. Ideally this position will be a natural extension of the program plan completed in the senior year. An evidence-based approach, needs assessment, grant writing, and outcomes measurement to validate and extend the practice of occupational therapy will be emphasized. How to achieve and accommodate to change in systems will be expanded. Offered spring semester only.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

M.S.Occupational Therapy

Post Professional Occ Therapy

**OTR 560 - Prof EI:Craniocacral Therapy****Credits:** 3.00

Craniocacral Therapy I is a 28-hour course that includes the student's participation in a four day professional workshop offered at UNE (during March break) by Upledger Institute. Craniocacral Therapy I, consists of theory, lectures, and labs on the basic 10-step protocol used in the practice of craniocacral therapy. There are also 15 - 20 hours of seminar during the spring semester devoted to analyzing the research, theory and practice of craniocacral therapy techniques as well as other manual and alternative therapies used in OT (myofascial release, strain/counterstrain regional tissue release, energy techniques, etc.)

Offered spring semester only.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

M.S.Occupational Therapy

Post Professional Occ Therapy

**OTR 580 - Directed Study****Credits:** 1.00 to 4.00

Graduate students at the University may be provided the opportunity for Directed/Independent Studies. Directed studies are designed to enable students with demonstrated proficiency to work individually on a project . A learning plan is collaboratively developed by the student and the professor under whose direction it will be implemented. Contracts must be approved by the supervising professor, the director of the department, the academic dean, and submitted to the Registrar's Office upon registration.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

M.S.Occupational Therapy

Post Professional Occ Therapy

**OTR 620 - Post Professional Research I****Credits:** 2.00

The aim of this course is to facilitate each student's completion of a research design of such quality as to gain approval to conduct the study from the UNE Institution Review Board. Students will utilize knowledge gained previously in research courses and from their clinical practice.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**OTR 622 - Post Professional Research II****Credits:** 1.00

Students will obtain IRB approval for the project submitted in OTR620. The data will be collected, preliminary data analysis done, and preliminary findings presented.

**College:** College of Health Professions**Division:** Graduate**Department:** Occupational Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Post Professional Occ Therapy

**Physician Assistant****PAC 500 - Anatomy****Credits:** 4.00

This course consists of LIVE (surface) Anatomy and Gross Anatomy components. Each component is designed to complement the other and to integrate the information studied in the Clinical Assessment course. Gross Anatomy is divided into the study of osteology, prosected human cadaver specimens, and neuroanatomy. The course will be divided into regional anatomic areas. Gross Anatomy and LIVE Anatomy will fill the first 9 weeks of the course. Each session will be devoted to an organ system. The final modules of the Anatomy course (week 10) will be strictly neuroanatomy. All material for this module will be presented in lecture format.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 503 - Clinical Assessment I****Credits:** 2.00

This course is designed to introduce students to medical terminology and the basic skills necessary to perform a comprehensive screening history and physical examination. It will be taught in conjunction with the Gross and Live Anatomy course. Aspects of the physical examination will be sequenced with the anatomy course, so students will be learning similar information in both courses simultaneously. Students will acquire an understanding of medical terminology which will be reinforced during courses in Anatomy, and Integrated Clinical Medicine. Students will have the opportunity to practice the physical exam skills learned in the previous session as well as the information just introduced. Students will be expected to build on previously taught portions of the exam, until they can perform a complete physical examination.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 505 - Professional Seminar I****Credits:** 1.00

The course will be conducted as a lecture/seminar series. Presentations will descriptively establish the historical circumstances that contributed to the development of the Physician Assistant (PA) profession and the evolution to the current role of the PA as a member of an interdisciplinary team. The student will also be introduced to the PA role in a variety of health care settings and the professional organizations designed to support the PA practice.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 506 - Integrating Seminar I****Credits:** 1.00

This course is divided into three modules. The first is designed to provide a forum for students to process issues related to returning to school, to build communication skills, and to discuss the stress students might encounter during their time in the Physician Assistant Program. The second module will teach students to present a patient in both written and oral formats in small groups facilitated by a faculty member. The final module of this course is designed to provide the student with a structural approach to developing a differential diagnosis and management plan for common clinical problems.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 509 - Integrated Clinical Medicine I****Credits:** 1.00

This course is designed to introduce students to normal physiology and pathophysiology, specifically diagnostic principles and therapeutic procedures as they pertain to dermatology and ophthalmology.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 510 - Prof. & Eth. Issues for/HC****Credits:** 2.00

This course provides an overview of issues pertinent to the United States healthcare system. It examines the legal, economic, and ethical factors relevant to practice as a Physician Assistants.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 511 - Health Prom/Disease Prevention****Credits:** 2.00

This course is designed to introduce the students to the practice of health promotion and disease prevention and the fundamentals of patient education. Using a developmental approach, students will gain an understanding of health risks and how to assess them, as well as the screening techniques for promoting health and preventing disease, at each stage of the life cycle.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 513 - Clinical Assessment II****Credits:** 1.00

This course, a continuation of Clinical Assessment I, is designed to enhance students diagnostic skills. An overview of diagnostic studies commonly utilized in primary care and an approach to their interpretation will be presented. A large section will be devoted to the principles and practice of electrocardiogram (ECG) interpretation. Students will learn to interpret heart sounds and diagnose cardiac murmurs. The fundamentals of diagnostic radiology common radiographic techniques will be introduced, with emphasis placed on the systems studied in ICM II.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 516 - Integrating Seminar II****Credits:** 1.00

This seminar provides an ongoing forum for students to process their cumulative learning experiences, to develop a reflective approach to the application of their learning and to synthesize newly acquired knowledge and skills into a meaningful whole as they proceed to the next level of knowledge and competence.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):

Physician Assistant

**PAC 517 - Microbiology****Credits:** 3.00

This course explores the roles of bacteria, viruses and other infections disease-causing microorganisms and useful diagnostic laboratory procedures. Clinical significance of pathogenicity and therapy are emphasized.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant**PAC 518 - Pharmacology I****Credits:** 3.00

This is the first of two semesters of Pharmacology for physician assistant students. The course is designed to introduce the principles of pharmacology, as well as specific principles of pharmacology as it pertains to neurology, pain management, cardiac and respiratory medications, and medication used in the treatment of infectious disease.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant**PAC 519 - Integ Clinical Medicine II****Credits:** 10.00

This course is designed to introduce students to the broad scope of clinical medicine and disease processes, including evaluation, management and therapeutics pertaining to diseases of the nervous, pulmonary, cardiac, skeletal, and immune systems. Emphasis is placed on primary care and treatment of common illnesses.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant**PAC 520 - Behavioral Science****Credits:** 2.00

Students will learn essential non-biological skills in the assessment of and communication with medical patients via both lecture and experiential exercises. Topics will include formation and management of the therapeutic alliance and other basic counseling skills; ways to individualize patient education; the effect of family and cultural factors, socioeconomic status, gender, and ethnicity on the clinical encounter; normal human development across the lifespan and the effects of illness upon it; basic clinical approaches to addictive and sexual problems; and means to enhance practitioner self-awareness and self-care.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant**PAC 522 - Integrated Geriatric Prac I****Credits:** 1.00

Provides introduction to patient contact, and to principles of geriatric and interdisciplinary clinical practice in selected community settings. With faculty supervision, students conduct home visits, perform focused histories, physicals, and screening assessments on geriatric volunteer "patients", and, provide write-ups and oral presentations of findings. Didactic sessions are provided in support of clinical experiences. In this course, emphasis is placed on learning individual clinical skills, acquiring and increased knowledge base about geriatric syndromes and presentations, and gaining and understanding of individual professional roles and responsibilities within geriatric health care.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant**PAC 533 - Clinical Assessment III****Credits:** 2.00

An overview of diagnostic studies commonly utilized in primary care and approach to their interpretation will be presented. Diagnostic radiography will continue through this course, with special consideration addressed for each clinical system being studied in ICM III, as well as the orthopedic section of ER/Surgery. A large portion of this course is dedicated to the expansion of physical exam skills and clinical procedures. A variety of skills, such as male and female genital/rectal examination, suturing and injections, splinting, and phlebotomy, will be taught. An ACLS course is scheduled in order that students will be able to obtain ACLS certification.

**College:** College of Health Professions**Division:** Graduate**Department:** Physician Assistant Prog**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant**PAC 536 - Integrating Seminar III****Credits:** 1.00

As a continuation of Integrating Seminar II, this course is designed to provide the student with a structural approach to the concepts and skills necessary for developing the differential diagnosis and management plan of common clinical problems in the primary care setting. Emphasis is on the correlation of historical information, physical examination findings and pertinent laboratory results to formulate a diagnosis and treatment plan. Through small group presentations facilitated by faculty members, the student will apply knowledge acquired from previous or concurrent didactic courses to problem solve. Problem-solving techniques, diagnostic strategies and the processing of patient data will be learned. The case presentations will

correlate to topics being taught in Integrated Clinical Medicine III.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

### **PAC 537 - Emergency Medicine/Surgery**

**Credits:** 4.00

The Emergency Medicine section of this course is designed to introduce students to the broad scope of emergency medicine. Emphasis will be placed on the general principles of care for a trauma patient, including specific areas of trauma and other commonly encounter presentations in the emergency department. The Surgery section of this course is designed to introduce students to the broad scope of basic surgical principles and procedures, with emphasis on the evaluation and management of the surgical patient. The course is designed to serve as a foundation upon which to build during clinical rotations.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

### **PAC 538 - Pharmacology II**

**Credits:** 2.00

This is the second of two semesters of Pharmacology for physician assistant students. The course is designed to introduce students to specific principles of pharmacology as it pertains to urology and nephrology, gastroenterology, hematology, and oncology, endocrinology, psychology, reproductive health, and pediatrics.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

### **PAC 539 - Integ Clinical Med III**

**Credits:** 10.00

This course is a continuation of ICM II and is designed to introduce students to the broad scope of clinical medicine, including diagnostic principles and therapeutic procedures as it pertains to urology/nephrology, gastroenterology, endocrinology, hematology/oncology, obstetrics/gynecology, psychiatry, and pediatric/adolescent medicine. Introductory physiology and clinical didactic lectures make up the core components of the course.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

### **PAC 540 - Integrated Geriatric Prac II**

**Credits:** 1.00

Continuation of supervised, geriatric, interdisciplinary, pre-clinical experiences in selected community and clinical settings.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

### **PAC 541 - Epidemiology**

**Credits:** 1.00

This course develops basic competencies in epidemiology, and public health, that are a necessary foundation to community based practice. It will orient the student to problem solving methods used in public health, and the various applications of epidemiology and public health to daily practice. Students will be introduced to the social, environmental, and behavioral determinants of health, disease, and systems of medical care.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

### **PAC 544 - App Research in Clinical Pract**

**Credits:** 3.00

This course introduces students the elements of qualitative and quantitative research in health care. The course will review research theory and process, encourage the use of primary literature using electronic database, and assist students in posing research questions, selecting an appropriate research design and understanding the elements of measurements and statistical procedures. Also, students will examine the ethical issues in clinical research. Emphasis will be on the ability to critique published research, to identify patient situations where research would improve care, and to understand the value of evidence-based practice. Course content will focus on use of the medical literature in practice and preparing for the second year research project.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

### **PAC 599 - Directed Study**

**Credits:** 1.00 to 3.00

**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog

**PAC 600 - Internal Medicine I (6 weeks)**

**Credits:** 6.00  
Clinical rotation.  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 601 - Internal Medicine II (6 weeks)**

**Credits:** 6.00  
Clinical rotation.  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 602 - Emergency Medicine (6 weeks)**

**Credits:** 6.00  
Clinical rotation.  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 603 - Surgery (6 weeks)**

**Credits:** 6.00  
Clinical rotation.  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 607 - Family Medicine I**

**Credits:** 6.00  
Clinical rotation.  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 608 - Family Medicine II**

**Credits:** 6.00  
Clinical rotation.  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 611 - Rotation Seminars**

**Credits:** 2.00  
Students return to campus at the end of selected rotations for written and clinical exams, lectures, and case presentations.  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 612 - Primary Care Selective 6 weeks**

**Credits:** 6.00  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog  
**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 613 - Specialty Selective (6 Weeks)**

**Credits:** 6.00  
**College:** College of Health Professions  
**Division:** Graduate  
**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 620 - Prep for Clinical Practice**

**Credits:** 1.00

Students learn techniques which can be used when studying for the NCCPA Certification Board Examination. A summative evaluation of each student is conducted prior to graduation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

**PAC 624 - App Research Clinical Prac II**

**Credits:** 1.00

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

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physician Assistant Prog

**Restrictions:** Must be enrolled in one of the following Major(s):  
Physician Assistant

<b>Physical Education</b>
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**PEC 110 - Physical Edu, Rec and Spt Soc**

**Credits:** 3.00

This course provides an overview of the professional fields of physical education, recreation, and sport. The student will explore philosophical theory and develop a personal/professional philosophy. The history of physical education, recreation, and sport will be examined and discussed in the context of its relationship to and impact upon society. Current and future issues and trends in physical education, recreation, and sport will be examined. The student will consider selected topics and develop theories that anticipate how these issues will impact physical education, recreation, and sport in the future. Permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**PEC 130 - Motor Development**

**Credits:** 3.00

The Motor Development course explores the continuous developmental process across the life span. An emphasis is placed on motor behavior and perceptual development beginning with infant and progressing through childhood, adolescence and adulthood. Individual growth processes and maturation; task and experience; and, the environment as they collectively apply to the general population as well as the fitness enthusiast, elite athlete, sedentary or health limited, are considered in terms of optimal physical development throughout the life cycle. By permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**PEC 200 - Instructional Sport Skills**

**Credits:** 1.00 to 3.00

This course is designed to enable students to prepare and deliver instructional sport specific courses. Students are introduced to generic teaching strategies, techniques and safety issues in physical education. Course activities focus upon the conceptual foundations of teaching, including: outcome development for both the sport unit and individual class meetings, basic skill development, instructional strategies, and learning assessment. Specific sports include those designated as either individual or team and may be considered either traditional or innovative. Two semester hours. Permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**PEC 201 - Underwater Expl/Resource Mgt**

**Credits:** 3.00

The course consists of two parts: (1) theory; and, (2) practice. Students study the underwater environment from an outdoor research and recreation resource management standpoint. Students acquire knowledge, skills and experience to analyze, manage and safely explore the underwater environment of our planet. Students will also complete an internationally recognized S.C.U.B.A open water certification. Permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**PEC 205 - Learn/Leader Dev Adventures**

**Credits:** 3.00

This adventure-based management learning and leadership development course has been designed for those who wish to study and develop team-building and leadership skills through nontraditional experiential education methods. The outdoor, natural environment is used as a classroom along with indoor facilities. Adventure activities designed to foster self-discovery and enhance the effectiveness of group performance are employed. By permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**PEC 360 - Leadership**

**Credits:** 3.00

This course focuses on the importance of leadership in today's teams and organizations, and addresses the development of leadership skills. Course components include: self-assessment of leadership, leadership theory and research, and leadership development. Strong connections are made between effective management and effective leadership. By permission of the instructor. (Crosslisted w/ BUMG 360)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### **PEC 361 - Test/Meas Sport/Phys Ed**

**Credits:** 3.00

This course has as its focus the construction/selection, administration, evaluation and interpretation of tests which measure physical fitness, skill-related fitness, psychomotor sports skills, knowledge, and attitudes. Objectives include the ability to interpret research related to teaching and learning in both sport and physical education. Statistical procedures are used to explain results. Learning experiences will include computer/software application utilization and laboratory work. By permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### **PEC 380 - Adapted Physical Education**

**Credits:** 3.00

This course is designed to focus on important insights and skills for teaching physical education to students with disabilities. By permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

## **Philosophy**

### **PHI 110 - Problems of Knowledge**

**Credits:** 3.00

What can we know? How do we know? By experience, by reason, by intuition, by faith, or not at all? These central questions in philosophy deal with the distinction between appearance and reality, knowledge and belief, fact and value, and with the nature of truth.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

**Restrictions:**

### **PHI 120 - Living the Good Life**

**Credits:** 3.00

Philosophers have always been concerned with both defining and living the good life. Beginning with Socrates, who believed that the unexamined life is not worth living, this course will look at how some philosophers have answered such questions as what makes life good, how a human life ought to be lived, what makes it worth living, and whether it has any meaning. Readings from the non-Western philosophical tradition will also be included.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

**Co-requisites:**

### **PHI 125 - Phil Friend, Love, Mar & Sex**

**Credits:** 3.00

This course will investigate conceptual and moral issues concerning personal relationships - friendship, love, sex, and marriage. A study of the conceptual issues will involve a consideration of what these relationships are, for instance, what is friendship, what is love, and are some concepts of friendship better than others? Thinking about moral issues is thinking about what is right and what is wrong, for example should we lie for a friend, and are premarital sex, adultery, and pornography all wrong.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

### **PHI 130 - Phil Through Science Fiction**

**Credits:** 3.00

This course explores philosophical concepts through the analysis of literature, film and primary source philosophical essays that illustrate their positions via the avenue of science fiction. Theories of knowledge, personal identity, free will, mind, space and time, ethics, and the philosophy of religion will be explored. Students will develop critical thinking and writing skills by focusing on the intellectual tools of philosophy while gaining appreciation for the significance of thought probes and imagination in the quest for the discovery of truth.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

### **PHI 150 - Critical Thinking**

**Credits:** 3.00

This course focuses on developing and strengthening thinking skills. Five classes of skills are discussed and practiced - skills of analysis, clarification and elaboration, skills of judging the reliability of observations and sources of information, skills requiring the use of evidence, skills of decision making and problem solving and creative thinking skills. .

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

**PHI 160 - Sci, Pseudo Sci & Weird Ideas****Credits:** 3.00

This course focuses on the variety of ideas at the fringe of science, such as theories of ancient astronauts, UFO's, the healing power of crystals, New Age cures, and ghosts, but its goal is to improve critical thinking skills. Students will consider what knowledge is and examine differences between science, myth, ethics, religion, and other human enterprises. The course will focus on identifying and evaluating patterns of reasoning used in science and pseudo science.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies**PHI 200 - Science and Human Nature****Credits:** 3.00

This course will consider what science can tell us about ourselves, where we have come from and where we are going. After considering the more traditional philosophical, religious and psychological accounts of human nature, we will draw on the more recent resources of evolutionary biology, behavioral genetics and cognitive science to paint a very different picture. We will use illustrations from ancient times to the present to help us think about fundamental issues such as the roots of morality, lies and deception, sexuality, violence and religious feeling.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies**PHI 201 - Directed Study in Philosophy****Credits:** 1.00 to 9.00**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies**PHI 220 - Individual and Society****Credits:** 3.00

What does the individual owe to society? What does society owe the individual? Are we social beings by nature, or is there a basic conflict between the individual and society? How do we balance individual rights against obligations to the community? When should the individual withdraw obedience to legal authority? This course looks at how philosophers and others have interpreted questions such as these.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies**PHI 250 - Think Crit about Moral Problem****Credits:** 3.00

Students in this course will discuss and debate a variety of moral issues and problems. Is infant euthanasia ethical? Should surrogate motherhood be allowed? Do animals have rights? Who should pay for smokers' health care? Is the death penalty just? The focus of the course is on the thinking process, that is, on how to think clearly, reasonably and reflectively about such issues.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies**PHI 304 - Social & Political Philosophy****Credits:** 3.00

This course will discuss the nature and origin of the state, the conflict between freedom and equality, individual rights and social responsibility, power and authority, social and economic justice, and civil disobedience and terrorism.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**PHI 307 - Problems in Metaphysics****Credits:** 3.00

What is the nature of reality? Is it mental or material? Is there a God? Is there life after death? Is there a meaning to life? Students will explore and develop their own points of view as they examine the answers selected philosophers have given to such questions.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**PHI 315 - Bioethics****Credits:** 3.00

This course is a survey of major ethical issues in health care from the beginning of life to the end of life. Issues include abortion, infanticide, reproductive technologies and genetics, euthanasia, assisted suicide, access to health care, allocation of scarce health resources, organ transplants, and the relationship between practitioners and patients. In discussing these issues, emphasis will be placed on broad principles of ethical decision-making.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Philosophy/Religious Studies

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **PHI 320 - Readings Hist/Philos of Sci**

**Credits:** 3.00

This is a course for students who want to read and think seriously about the history, nature and methodology of science. Possible topics include: Galileo and the Scientific Revolution in the 17th century, the conflict between science and religion, objectivity in science, the role of social context in the production of scientific knowledge, woman and science, science and racism, and ethics and science.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **PHI 325 - Topics in Philosophy**

**Credits:** 3.00

Special topics courses may be offered. Possible topics are American Philosophy, Ethics and the Health Professions, Logic and Language, Theories of Knowledge and Truth, Galileo, Human Alienation, Philosophies of Nature, and Thinking Critically about Truman's Decision to Drop the Bomb on Hiroshima.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **PHI 330 - Environmental Philosophy**

**Credits:** 3.00

Do we have responsibilities to future generations, to animals, to endangered species, to wild places? How have we come to view nature as we do? Is nature "there" for human benefit? Is economic and technological development the cause of environmental problems or the solution to them? How should the earth's resources be shared? What if everyone lived like us? These questions will be addressed through an exploration of the various schools of environmental philosophy.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **PHI 340 - History of Philosophy**

**Credits:** 3.00

In this course we will examine the work of some of the most important and influential philosophers of the 17th and 18th centuries, with an emphasis on Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume and Kant. In many ways, these philosophers have set the agenda for contemporary thought. We will use both primary and secondary sources to explore their contributions, with an emphasis on metaphysics, epistemology, philosophy of mind and, to lesser extent, ethics and political philosophy.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman  
2nd Semester Freshman  
1st Semester Sophomore

### **PHI 350 - Adv Hum: Ancient Philosophy**

**Credits:** 3.00

This course is an exploration of the multifaceted philosophies of antiquity. We will begin with ancient Greek philosophy and the thinkers collectively known as the Presocratics. Their thought will be explicated by examining some of the classic Greek tragedies and the core concepts that informed their world view. In particular we will focus on their concepts such as justice, truth and fate. We will then consider Platos major work, The Republic by reading selections and discussing its relevance for contemporary society. Questions such as Who guards the Guardians and the difference between truth and rhetoric. The course will then study some of Aristotles major works by examining selections from his Politics, Metaphysics and Ethics. Finally, we will conclude by explicating Augustines philosophy of mind. Augustine anticipated many of the most profound concepts of late modern philosophy including the concept of intentionality. The course assumes no prior knowledge of philosophy. It is designed to encourage additional thinking in philosophy, politics and ethics.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

### **PHI 360 - Philosophy of Emotion**

**Credits:** 3.00

No aspect of our cognitive life is more important to the quality and meaning of life than emotions. It is therefore not surprising that most of the great classical philosophers such as Plato, Aristotle, Spinoza, Descartes and Hume had recognizable theories of emotions. This course will look at these philosophers and more recent theories to examine questions such as: What is an emotion? What is the relationship between emotions and reason? and What is the role of emotions in our moral lives?

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PHI 370 - Philosophy of Psychology**

**Credits:** 3.00

Ludwig Wittgenstein wrote in his Philosophical Investigations, "In psychology there are experimental methods and conceptual confusion." Whether or not you agree with Wittgenstein's assessment, this course is for you if you are interested in thinking critically about the ways that psychologists conceive of human beings. We will consider fundamental philosophical questions about how the mind works such as, Is a science of the mind possible? What is consciousness? How do thoughts get their content? What is emotion? What is perception? What is action? We will also engage with major figures and theoretical trends in this history of psychology, and explore traditional philosophical concerns that are relevant to the science of psychology, for example, the relationship between body and mind, the nature of personal identity, and the question of the freedom of the will. No prior courses in philosophy or psychology are required, although a basic knowledge of either or both will be helpful.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PHI 380 - Philosophy of the Mind**

**Credits:** 3.00

This course provides students with an introduction to the philosophy of mind, that branch of philosophy which deals with how we think about mental phenomena and the relationship between these and physical phenomena. We will cover a number of the classical problems in the philosophy of mind, drawing on primary and secondary texts.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PHI 401 - Directed Study in Philosophy**

**Credits:** 1.00 to 9.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

1st Semester Junior

### **PHI 406 - Human Genome Project Ethics**

**Credits:** 3.00

How much do you really want to know about your genetic inheritance? How much do you want others to know? Should you choose your children's genes or leave it to chance? Should employers, insurance companies, or law enforcement screen people for their genetic predispositions? Should we improve the human population by eliminating genetic disorders or by raising intelligence levels? Should human genes be patented and used for profit? Questions such as these are raised by the Human Genome Project. Co-sponsored by the departments of biology and philosophy, this course will provide an understanding of the scientific aspects of these issues while developing skills in recognizing and analyzing the ethical and social dimensions of them. PHI 406 is an advanced humanities elective. Note: This course is crosslisted with BIO 406 and can be taken by biological science majors as a 400 level biology elective.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

## **Physics**

### **PHY 110 - General Physics I**

**Credits:** 4.00

The first course in an algebra-based two-semester sequence covering the major areas of physics. Major topics include kinematics, mechanics, energy, collisions, and rotational motion. Understanding of concepts is built through guided-discovery laboratory sessions.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 110L

**Pre-requisites:** Level 4 Math Placement Exam 00/00 or Level 5 Math Placement Exam 00/00 or Level 6 Math Placement Exam

00/00 or LAC 022 Minimum Grade: D or MAT 022 Minimum Grade: D or MAT 180 Minimum Grade: D or MAT 190 Minimum Grade: D

**PHY 110L - General Physics I Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 110

**PHY 111 - General Physics II**

**Credits:** 4.00

A continuation of PHY 110, concentrating on topics including fluids, electricity, magnetism, waves, sound, light, and an introduction to modern physics. A weekly guided-discovery laboratory session is included.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 111L

**Pre-requisites:** PHY 110 Minimum Grade: C- or PHY 200 Minimum Grade: C-

**PHY 111L - General Physics II Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 111

**PHY 210 - University Physics I**

**Credits:** 4.00

The first course in a two-semester calculus-based introduction to the important principles of classical and modern physics. Topics include linear and rotational motion, forces, momentum, energy, collisions, and thermodynamics. A weekly 3-hour laboratory is included.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 210L

**Pre-requisites:** MAT 195 Minimum Grade: D

**PHY 210L - University Physics I Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 210

**PHY 211 - University Physics II**

**Credits:** 4.00

A continuation of PHY 210. A calculus-based course covering topics including electricity and magnetism, waves, optics, and an introduction to modern physics. A weekly 3-hour laboratory is included.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 211L

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

**PHY 211L - University Physics II Lab**

**Credits:** .00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Chemistry/Physics

**Co-requisites:** PHY 211

<b>Political Science</b>
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**PSC 100 - Late 20th Cent Comp Revolution**

**Credits:** 3.00

Political scientists define social revolution as a radical social, economic, and political change. This course begins with a survey of three major theories of revolution, and then the analysis of three late twentieth century cases: the Iranian, the Nicaraguan, and the South African revolutions. In each case the focus will be on three phases: the crises of the old regime, the causes of the revolution, and the outcome of the revolution. Critical thinking, creativity, and in-class discussions and team presentations are essential requirements of this course.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

**PSC 101 - Intro to American Politics**

**Credits:** 3.00

This course introduces students to American politics, that sometimes maddening and at other times stimulating subject which always affects our lives. The course assumes no prior knowledge of the subject matter and is intended to acquaint students with various aspects of government and politics in the U.S. It is not comprehensive. The selection of topics is guided by three course

objectives. FIRST, at it's most down to earth level, this course is designed to highlight politics in everyday life, as it affects us and as we maybe affect it. If you don't already, you should begin reading a good newspaper to enhance your familiarity with current events. Accomplishing this objective should provide a better appreciation of everyday political events, especially the process and the politics of the presidential election, and equip us to interpret them even after the course is over. SECOND, the course is designed to familiarize students with the formal and informal institutions of government, the conventional and unconventional means of citizen participation in politics, and the consequences that are forthcoming from each. Here we will review the organization and function of such familiar institutions as the Constitution, mass media, political parties, presidency, and the impact that voting, interest groups, and protest movements have upon them. THIRD, and most important, the course is designed to raise the questions "What is democray?"and "How closely does American politics conform to democratic ideals?" Providing answers to these two questions is the primary goal of this course.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 105 - Intro Political Science**

**Credits:** 3.00

This class examines the concept of power, resistance, and powerlessness from an interdisciplinary theoretical perspective. The readings for this class include material from Political Science, Philosophy, Sociology, and Religion. Films are also an essential source for the study of power. Power is conventionally defined as a formal legal authority of the state or other political organization. Yet power is often informal and symbolic, for example, feminists argue the personal is political. We shall analyze the formal and informal manifestations of power. Four themes will be investigated and discussed: the politics of race, motherhood, resistance, and terrorism. Students are expected to engage in critical thinking, creativity and in group oral presentations.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 106 - Law and American Society**

**Credits:** 3.00

This course explores three basic topics: 1) the debates between the Anti-Federalists and the Federalists concerning ratification of the US Constitution 2) competing theories of constitutional interpretation and 3) controversies related to the meaning and application of the Bill of Rights. Specific issues to be debated include the separation of church and state, freedom of speech, abortion rights, and capital punishment.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 110 - Politics-Culture/Inven/Trad**

**Credits:** 3.00

This course focuses on the concept of political culture. Political culture in political science refers to main social and cultural attitudes toward politics in a given country. However our approach to this concept is interdisciplinary. We shall read and analyze four books and articles from different disciplines such as Anthropology, Social History, Political Science and two novels. Four themes will be investigated: Why we have different traditions, the manipulation and invention of political traditions, alienation and cultural resistance in the Middle East, American Ethnocentrism, and making sense of American culture now.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 120 - Exploring Political Ideas/Issu**

**Credits:** 3.00

This course is designed to introduce students to major concepts, theories, and issues central to the field of political science, and especially international relations. This course traces the evolution of the international systems in the last five hundred years, with specific interest on complex problems such as: war and international conflict, imperialism and its impact on the colonial world, terrorism, north-south relations, and the end of the cold war. Students are encouraged to read international news sections either in daily papers such as the New York Times, the Christian Science Monitor, or weeklies e.g., Time of the Nation.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 200 - Intro to Political Theory**

**Credits:** 3.00

This course examines a selection of the most profound and influential works of Western political theory from Plato (4th Century BCE) to the present day. We will study what different thinkers have had to say about the meaning of justice, order, the good life, the common good, freedom, and democracy. A continuous theme of the course will be political legitimacy; under what conditions and on what grounds may governments claim the obedience of their citizens? The objective of this course is to understand and critically evaluate the arguments of different theorists, and to reach your own reasoned positions on the issues raised by them.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 201 - Intro Intern Relations**

**Credits:** 3.00

This course is intended as introduction to the principles and foundations of international relations. As such, it will focus on basic concepts such as nations and nationalism, the nature of the interstate system, anarchy, and power. The primary modes through which nation-states interact--diplomacy, trade economic sanctions, war, alliances, cooperation--will also be examined. The course will try to help the student understand how the elements of international society are emerging, as illustrated in the accretion of international law, norms, and such common understandings.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

**Restrictions:**

**PSC 202 - Polit Sciences Social Sciences****Credits:** 3.00

This course introduces methodological perspectives of the various social science disciplines; commonalities and differences in assumptions, values, and paradigms. Current issues from the multiple perspective of social sciences; limits of the social sciences in resolving key social issues. The focus of political sciences is examined and listed to common ties with other disciplines of the social sciences.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 203 - The Politics of Law****Credits:** 3.00

This course explores the interaction between law and politics in the contemporary society. We will pay close attention to three sets of relationships: between law and community, between law and justice and between law and violence. While exploring these interactions we will develop two faces of law; law as official institutions (courts) and actors (judges, lawyers, police) and laws as norms, symbols, and discourses. We will then consider the macro-politics of law in the death penalty and war on drugs and micro-politics of legal mobilization in neighborhoods and local settings.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 204 - Intro Comparative Politics****Credits:** 3.00

Students who take this course should expect to gain three types of knowledge by the conclusion. First, they should understand the historical emergence of the nation- state and the trend toward democracy during the 20th century. Second, they should expect to understand important differences between states and specifically the challenges posed by globalization to existing states in the late twentieth century. The same pressures and institutions that have made some of the countries more democratic have also led to civil war and ethnic massacre in others. Third, students should come to understand that comparative politics as the discipline employs a stylized account of the history and institutions called "cases" to discuss political values and possibilities. The name "Britain," "Russia," and "Japan" are not the only places; they are also shorthand for understanding twentieth century politics. Students in this course may choose to participate in service learning. Service learning students will have the opportunity to engage in active learning through service work at one of several local organizations concerned with refugee, immigrant, or labor issues.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 205 - Intro to Politics& Environment****Credits:** 3.00

An introduction to key concepts in the study of politics using environment issues as illustrations. Designed for first and second year students, this course encourages critical thinking and writing about such political concepts as equality, justice, freedom, liberalism, power, dissent, individualism, and community. The environmental approaches examined include biocentrism, social ecology, ecofeminism, community activism, as well as national and international regulation. Strong emphasis is placed on developing critical writing skills and persuasive oral arguments.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 206 - Ancient&Med Europ Political****Credits:** 3.00

This course introduces students to the history of European political theory through an investigation of classic Greek and pre-modern Christian writings. Texts to be explored include Aeschylus's Oresteia, Thucydides Peloponnesian War, Plato's Republic, Aristotle's Politics, St. Augustine's City of God, St. Thomas Aquinas's Summa Theologica, and Ibn Khaldun's Muqadima.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 207 - American Political Theory****Credits:** 3.00

This course provides an intro to major works of American political theory from the founding to the present. We confront core philosophical questions about politics in general and politics in the US specifically, including the following: What are the purposes of government? How can the American polity be democratic while preventing the tyranny of the majority? How has American Nationally defined through the exclusion of certain social groups, how do historically excluded groups gain political power and inclusion?

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 210 - Constitutional Law****Credits:** 3.00

This course provides a general introduction to the United States Constitution and its enormous influences over American Jurisprudence. Concepts treated during the courses include the nature and sources of the Supreme Court's authority and both the framework of and preconditions for federal judicial review; a basic overview of constitutional issue arising from the federal nature of our government including the development and use of the Commerce Powers of the federal government, the constitutional limitations on state regulation of commerce, and federal preemption of state authority; a brief overview of the separation of power within the federal government; and an introduction to the constitutional protection of individual rights which focuses on both the 14th Amendment and the right to be free from unreasonable search and seizure pursuant to the 5th Amendment to the United States Constitution.

**College:** College of Arts & Sciences

**Division:** Undergraduate  
**Department:** Political Sciences

**PSC 230 - Dir Study in Political Science**

**Credits:** 1.00 to 9.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

**PSC 240 - American Foreign Policy**

**Credits:** 3.00

Analysis and interpretation of trends in American foreign policy since WWII. After a discussion of contending theories of foreign policy and a review of developments during the Cold War, we will focus on current issues in American foreign policy, including arms control, nuclear proliferation, human rights, regional intervention and conflict management, foreign aid, environmental policy and relations with other great powers, including German and European Community states, Japan, Russia, and China.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

**PSC 250 - State Government**

**Credits:** 3.00

This course introduces students to the study of state government and politics in the U.S. It focuses on the political structures, processes, and policies of the state government through a comparative analysis of the 50 states. Particular attention is paid to federalism, electoral politics, parties, interest groups, lobbying, media, the legislature, the executive, and the judiciary. The first half of the course focuses on competing theories and understandings of these concepts; the second half applies the concepts and theories to the state of Maine. Particular attention will be paid to the 2000 legislative and gubernatorial elections in Washington State.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

**PSC 260 - Politics of Evil**

**Credits:** 3.00

In the period following September 11, 2001, the idea that certain people are evil has taken a central place in American political rhetoric-helping to justify two foreign wars and doctrine of pre-emption, perhaps the most dramatic shift in American foreign policy since the first world war. It is clear that defining a person or a group of people as evil can be a powerful political maneuver-one that opens up possibilities for actions and policies that would not otherwise be possible. This course examines the long human tradition of thinking about evil and labeling people as evil. We will look at the religious origins of the western concept of evil, and the way thinking about evil changed with the Protestant revolution. The bulk of the course will examine the way ideas about evil became integrated into modern politics. We will do this by looking at political theorists that have thought about evil, particularly Machiavelli, Nietzsche, and Arendt. We will also look at political events that have centered upon rhetoric about evil, including the Inquisition, the Salem witch trials, Nazi Germany, the cold war and the red scare and finally contemporary rhetoric about terrorism and Islam.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

**PSC 300 - Pol/Lit: Egypt Thru Eye Mahfouz**

**Credits:** 3.00

This is an interdisciplinary course focusing on the relationship between and political theory and literature through the trilogy of the Egyptian novelist Naguib Mahfouz. Mahfouz is the most important and popular Arabic fiction writer of this century. In 1988, he was awarded the Nobel Prize in literature. After an introduction to theories of colonialism and nationalism, the course will focus on Mahfouz's treatment of colonialism, nationalism, gender, family, and humor in his famous Cairo trilogy. The trilogy tells the story of three generations of an urban middle class family in Cairo between 1914 and 1945.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**PSC 304 - Middle E.& N. Africa thru Film**

**Credits:** 3.00

This course aims to introduce the regions of the Middle East and North Africa to curious students. We will watch and discuss a number of documentaries and dramatic films which touch on historical, social, and cultural aspects of what is known today as the Arab World. Among the major themes of the course are the following: socio-cultural diversity, colonialism, orientalism, resistance, patriarchy, gender relations, and war.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**PSC 305 - Theories & Pol of Nationalism**

**Credits:** 3.00

This course is designed to study the current problem of nationalism. We are living in a period when nationalist and ethnic conflicts are spreading across the world once again, affecting many areas in all parts of the world. This course seeks to understand the origins and assess the role of nationalism in contemporary politics. After a theoretical and historical introduction,

the course will focus on some specific cases from Africa, North America and Europe for in depth discussion and analysis.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 306 - Environmental Politics**

**Credits:** 3.00

The course will introduce you to a number of current environmental problems, to the underlying forces which cause them, and to a range of possible solutions. In the first two parts of this course we'll move from the local and regional (forests and the decline of the salmon fisheries in the Pacific Northwest; water, rangeland and mining in the American West) to the global (global warming and ozone depletion; air and water pollution; the loss of biodiversity). In the last part of this course we'll seek to develop understanding of the possible sources of our environmental problems, especially in the U.S. Here we'll look at the political system; markets, economic growth and technological change; and ideas, ideologies and 'human nature.' The automobile - and its vast environmental and social consequences - will receive special scrutiny.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 307 - R&P:Political Islam & Islamic**

**Credits:** 3.00

This course focuses on the revival since the mid 1970s of political Islam and what has come to be called "Islamic fundamentalism," especially in the Middle East. What is the nature and variety of political Islam today, and how does this resurgence compare to those in the past? What are its causes, and what are its implications for the Islamic world as well as for the rest of the world, the U.S. included? (For example, is it a "threat" to us and our interests?) What can be said about the compatibility Islam and democratic politics? What are the truth and implications of the assertion that "not all Islamic revivalists are Islamic fundamentalists, and not all Islamic fundamentalists are political activists, and not all Islamic political activists are radical and prone to violence?" There are no prerequisites, although a basic course on the Middle East politics, history, etc., is a good idea. Suitable for non-majors with some background in political science.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PSC 308 - Social Policy & Planning**

**Credits:** 3.00

This course will focus on how policy is developed within, communities, states and nations. Students will have an opportunity through case studies to follow local and state bills as they move from idea to actual practice. The process by which social norms become legalized will be examined in relation to public consensus as to what problems need to be addressed within society. An historical perspective will be used to enable students to evaluate changes in values within a community, state or nation as it moves to address social issues. Special attention will be given to policy issues that deal with social welfare, housing, health and mental health.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 309 - African Politics**

**Credits:** 3.00

This is an introductory course to African politics. We will focus on three major issues: (1) the colonial impact on the shaping of modern Africa, (2) anti colonial nationalism and the formation of new states, (3) the nature of contemporary economic and political crises and how they could be overcome.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

### **PSC 310 - Govt/Politics in North Africa**

**Credits:** 3.00

This course is designed to introduce the politics of modern North Africa from the 19th to 20th centuries. We will study five states: a monarchy (Morocco), two populist "socialist" states in crisis (Algeria and Libya) and two secular capitalist states (Tunisia and Egypt). Our focus is mainly on the socio-economic and historical bases of the modern nation-state: the impact of colonial transformation and also the resistance to colonialism, and the different political strategies pursued by the leading elites in the five states in dealing with the global economy and the end of the cold war. This background will enable us to understand the formation and the crisis of today's North African state.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PSC 311 - State-Society Relat N.Africa**

**Credits:** 3.00

This is an advanced humanities course designed to introduce students to the politics of state-society relations in North Africa from the 19th to the 20th centuries. The course starts with a comparative and historical overview of the process of state formation of the five North African states: two populist republics in transition (Algeria and Libya) a capitalist monarchy (Morocco), and two secular republics (Egypt and Tunisia). Two other themes will be examined. First, we will explore the impact of colonial transformations, and the rise of nationalism. Second, we will study the challenges posed by post-cold war economic globalization on the post-colonial North African states, and the rise of Islamic social movements and feminism as opposition

forces to the ruling nationalist elites.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PSC 320 - Global: Orig,Politics&Culture**

**Credits:** 3.00

This course addresses two questions that are related to the contemporary structure of the global system. One, what are the processes that have created a world economy with integrated systems of production and trade that now cover the entire globe? Two, how is it that this economically united world has become so divided and fragmented along ethnic, national, political and cultural lines? The course examines these questions from a historical perspective by focusing on selected times, places, and events.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PSC 325 - Politics of Public Health**

**Credits:** 3.00

This course provides a general introduction to the role of law in the design and implementation of public health programs and the protection of the health interest of individuals and groups in society. It is designed for students who do not have prior experience or education in law, and covers the structure, concepts, and process of decision-making on health matters in legislative, administrative and judicial bodies.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PSC 401 - World Politics**

**Credits:** 3.00

Meets writing course requirement. This course examines the prospects for peace in the world politics today. It begins with an examination of the causes of peace and war from three levels of analysis, including realism and liberalism. Our attention will then turn to issues of deterrence, nuclear weapons and new forms of terrorism. We will transition to ethnic conflict, civil wars and peacekeeping operations. Finally, we end with a look in globalization and the power on markets.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **PSC 402 - Intern Relations Middle East**

**Credits:** 3.00

This course focuses on a number of interrelated themes: Great Power involvement in the Middle East (imperialism, the Cold War and its end, etc.); Arab-Israeli conflict and "the peace process"; inter-Arab conflict and cooperation; the external relations on Turkey and Iran; and the policies of oil and of "Islamic fundamentalism." How are these themes related to one another and do they add up to a definable Middle East subsystem of the international system? What are the linkages between the domestic politics and external relations of states in the region? Emphasis is on the period from World War 2 to the present, especially the past decade, but this period will be related to the century that preceded it.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### **PSC 403 - Marxism & Critical Theory**

**Credits:** 3.00

This course will begin with the work on Marx and Engel and will concentrate on developments in Western Europe and North America over the twentieth century as exemplified in the work of several important theorists. Particular attention will be devoted to issues of method and the links between Marxist method, critical theory, and political action. Readings will include Marx and Engels, George Lukacs, Antonio Gramsci, selections from The Frankfurt School, and the contemporary work on the crisis of Marxist theory.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

**PSC 404 - The Challenge of United Nation****Credits:** 3.00

Although international relations have always influenced the internal social, cultural, and economic dynamics of individual nations and states, contemporary advances in arsenals, communication, and transportation have created and even greater need for dialogue and cooperation among countries. Perhaps the most significant experiment in such geopolitical relations is the United Nations. Indeed, while other international organizations have played important roles in the world, and will be focus of this course, the U.N. emerged in the middle of the twentieth century as the greatest vehicle for, and arbitrator of, international relations in the 21st century in the confronting issues of conflict, development, migration, and understanding of the role of international relations in shaping the modern world. This experience culminates with the opportunity to represent UNE at national model UN conferences during the academic year, reserved for students who excel in the course.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 405 - Latin American Politics****Credits:** 3.00

This course is designed to introduce the student to the problems of politics in Latin America. The course has Three basic objectives: 1) to provide a basic explanation for the emergence of the differing types of political systems which have evolved in Latin America, 2) to provide some understanding of the culture(s) of Latin America, 3) to convey some sense of the difficulties involved in "development" and why, despite determined efforts by the nations themselves, they continue to be poor. Obviously we cannot study twenty diverse nations in the course of the semester. Instead we shall focus on four contrasting nations: Mexico, a non-military authoritarian regime, Peru, a military authoritarian regime which has returned to elected rule, Nicaragua, a revolutionary "socialist" regime in which a transition of power occurred, and Costa Rica, the most enduring democratic polity in Latin America.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 406 - State&Society Third World****Credits:** 3.00

The purpose of this course is to understand state- society relations in the third world countries. This will involve first historical survey of the incorporation of Latin American, Asian, and African societies into the world economy. We will then look at the processes of state and nation formation, the efforts of states to reshape economy and society, and people's responses to these developments in selected parts of these regions. The course is designed to generate both a comparative understanding of issues that relate to the third world in general and substantive knowledge of particular states and societies that fall in this category.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 407 - Politics of the Middle East****Credits:** 3.00

This course focuses on three major issues: the debate over orientalism and the study of Muslim societies, the impact of western colonialism and the creation of mini states after the disintegration of the Ottoman Empire, and finally the challenges of post-colonialism such as economic dependency, revolution, labor migrations, religious revival and regional conflicts. The course will focus primarily on a limited number of states such as Iraq, Iran, Saudi Arabia, the Gulf states, Syria, Egypt and the PLO.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**PSC 408 - The Arab-Israeli Conflict****Credits:** 3.00

This course will examine the historical and political process of the Arab Israeli Conflict from the perspective of Nation-State building. We shall focus on three dimensions of the Arab Israeli Conflict: the Israeli Palestinian conflict, the inter Arab state conflict with Israel and among themselves, and the Soviet American rivalry in the Middle East. The last part of this course will be devoted to the recent Palestinian uprising, or Intifada. We shall focus on the roots, manifestations and impact of Intifada on the conflict and the possibility of peaceful settlement in the future.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Political Sciences**Restrictions:** May not be enrolled in one of the following Class(es):

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

**PSC 409 - S&C:Origin Modern Global Sys****Credits:** 3.00

This course addresses two questions that are related to the contemporary structure of the global system. One, what are the processes that have created a world economy with integrated systems of production and trade that now cover the entire globe? Two, how is it that this economically united world has become so divided and fragmented along ethnic, national, political, and cultural lines? The course examines these questions from a historical perspective by focusing on selected times, places, and events. Scholars agree that an economic system that covered a large part of the globe was formed for the first time in the thirteenth century. This system was centered in Asia and existed for about one hundred years. In the first part of the course, we will study the rise and the fall of this early world system and try to explain why, rather than surviving into the modern era, this system was eclipsed in the fifteenth century by a new one that was centered in Europe. The rest of the course is devoted to the study of the growth, expansion, and various economic and political setbacks the Euro-centered world system experienced since the fifteenth century. We will discuss which of the economic, political, and cultural factors played a determining role at crucial points in this history. One of our purposes will be to uncover the features of this world system that gave it unprecedented dynamism and longevity. This course does not study the history of the world. It uses history to explain economic, political, sociological, and cultural realities of the two global systems it studies. During the course, particular events, dates, and places will enter into our discussions only to the extent that they have had an impact on the structure of the global system in question.

Throughout, our focus will always be on the connections that linked places and people over long periods and large spaces at different points in time with varying consequences.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

#### **PSC 410 - Modern Political Theory**

**Credits:** 3.00

This course introduces students to the history of European political theory from the 16th through the 19th centuries. Thematically the course focuses on the origins and development of the liberal theory of the state. Authors to be considered include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, and Hegel, Marx, and Rawls.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

#### **PSC 411 - Internship Analysis**

**Credits:** 3.00

Students who undertake internships in politics and government may obtain academic credit if such activity is accompanied by academic work of an analytical nature. It is essential to discuss plans for any such activity with member of the faculty prior to the internship. It is essential to work closely with a member of the faculty in completing the academic elements of the internship program. Credit cannot be earned for the internship if credit has been granted previously, at UNE or at another institution, for the same experience. Max of 4 credits.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

#### **PSC 430 - Dir Study in Political Scienc**

**Credits:** 1.00 to 9.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

#### **PSC 450 - Contemporary Feminist Theories**

**Credits:** 3.00

This course will begin by exploring various schools of contemporary feminist theory. We will then ask how proponents of these schools analyze and criticize specific institutions and practices. Throughout the semester, attention will be paid to the ways gender relations shape formation and interpretation of specifically political experience.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

#### **PSC 490 - Senior Seminar**

**Credits:** 3.00

The senior seminar, in conjunction with the integrative essay, is the capstone of a major's course work in the study of Political Science. The seminar's purpose is to engage the Department's students and faculty in sustained consideration of significant political questions. It does not seek to secure agreement on a body of substantive conclusions. Rather it aims to examine various strategies that may be employed in making sense of the issues discussed. For example, the seminar will explore the following question: What are the implications of the terrorism for the conduct of contemporary politics? The requirements for all participants in the senior Seminar are as follows: 1.) Attendance at all seminar meetings; 2.) Completion of all reading prior to the meeting for which those materials have been assigned; 3.) Informed participation in discussion; 4.) Submission, at the beginning of every other week's seminar meeting, of a paper which shall be not less than three and not more than four pages; 5.) Submission, during weeks when a paper is not submitted, of at least two carefully-crafted questions or a brief provocative paragraph regarding the assigned reading; 6.) Presentation of a brief oral argument explaining your integrative essay topic and submission of a written statement of that argument; and 7.) Completion of preliminary draft of your integrative essay (not less than 10 pp.).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

#### **PSC 491 - Integrative Essay**

**Credits:** 3.00

Integrative essay topics need not to relate directly to the theme of the seminar. However, like the seminar, they must be "integrative" in character. That is, they must demonstrate serious and sustained effort to draw together the subject matters and investigative strategies of various departmental courses, as these are brought to bear on a question you find of interest. To insure that work on this project proceeds in a timely manner, each student must adhere to the following schedule: Students looking to graduate with "honors" must produce a thesis which, although similar in form and content to the integrative essay, is substantially longer and of significantly better quality. In order to graduate with honors, the members of your examining committee must collectively agree that your essay as well as your oral examination merit a grade of a B+ or better. Failure to meet this standard on either the written or the oral portion of the examination will remove a student from honors candidacy.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Political Sciences

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

Political Science

#### **Psych and Social Relations**

##### **PSR 460 - Fourth Year Seminar**

**Credits:** 1.00

This course provides an opportunity for fourth-year students in Social and Behavioral Sciences to reflect on their program of

study and to be assisted in their transition to careers and further study after graduation.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Interdisciplinary Majors

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

Psychology /Social Relations

Psychology

Sociology Minor

## Psychology

### PSY 105 - Introduction to Psychology

**Credits:** 3.00

The course is an overview of the major areas of psychology, what psychologists do, and the methods employed in the investigation of basic psychological processes underlying human behavior. Areas reviewed may include: history, learning theories, motivation, psychobiology, emotion, perception, abnormal psychology, therapy, and psychological issues of current debate in the popular culture. The concepts examined will be linked to everyday reasoning and life, including popular and folk psychology beliefs. Global and cross-cultural aspects of psychology will be explored. No prerequisite.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

### PSY 108 - Aging, Individual & Society

**Credits:** 3.00

This course will examine the life circumstances of the elderly (primarily in the U.S.) at the close of the Twentieth Century. Students will obtain a clear and current understanding of elderly person income levels, health status, living arrangements, social roles, and activity levels, as well as an understanding of how these circumstances are reshaped by social policy and public policy. Added emphasis will be given to the final years of life and approaching death. Images of the elderly will be explored through the use of film, literature, writing, guest lectures, and field trips. No prerequisite.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

### PSY 151 - Independent/Directed Study

**Credits:** 1.00 to 3.00

The course is designed for a qualified student to work individually with a faculty member on a project, reading program, or a selected topic that is not covered in a regular course. Consent of instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

### PSY 205 - Abnormal Psychology

**Credits:** 3.00

This course provides students with information regarding the symptoms, causes, and treatment of what is generally recognized as abnormal behavior. Students will be expected to think critically about the research evidence with regard to various explanations and treatments of mental illness, and to develop clinical rationale for diagnostic choices they might make as a hypothetical treatment provider. Additionally, students will become familiar with the major assessment index for psychologists, psychiatrists and social workers (DSM-IV-TR) and learn how to apply its categories to several client cases discussed in class.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

**Pre-requisites:** PSY 105 Minimum Grade: D or PSY 220 Minimum Grade: D

### PSY 215 - Psychology of Gender

**Credits:** 3.00

This course focuses on the social, psychological and biosocial approaches to understanding the meaning and impact of gender. Topics include gender differences in personality and behavior; and power relationships between men and women. In addition, the role of gender in interpersonal relationships, communication styles, as well as physical and mental health are discussed.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

**Pre-requisites:** PSY 105 Minimum Grade: D

### PSY 220 - Sociocultural Context H.D. I

**Credits:** 3.00

This course provides students with a social sciences perspective on human development and methods of inquiry. Life stages covered are prenatal, infancy and childhood. Topics include maturation, development markers, the influence of social institutions, cross cultural variations of individual identity, gender, class, race, status, stratification, and rites of passage within the framework of life-span development. Fulfills Social/Global Awareness (SGA) requirements. Prerequisite: Second-year status or a major in nursing.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

### PSY 220H - Honors Sociocult Context H.D

**Credits:** 3.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

**PSY 225 - Psychology Statistics****Credits:** 3.00

This course is an introduction to descriptive and inferential statistics as applied to problems in the behavioral and social sciences. Topics will include measures of central tendency and variability, correlation, hypothesis testing, t tests, analysis of variance, regression, and chi square analysis. Students will also learn to use statistical software and to choose the appropriate analysis for various types of data.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** ( MAT 120 Minimum Grade: D or MAT 150 Minimum Grade: D or MAT 180 Minimum Grade: D or MAT 185 Minimum Grade: D or MAT 190 Minimum Grade: D or MAT 200 Minimum Grade: D ) and PSY 105 Minimum Grade: D**PSY 235 - Health Psychology****Credits:** 3.00

This introduction to the field of health psychology covers the study and the investigation of the psychological aspects of physical illness. Theories, research issues, and interventions related to the impact of personality and the psychosocial environment on health are explored. Topics to be investigated include: the predisposition of socio-cultural, personality, and behavioral patterns on health and illness: psychosomatic disorders: and psychological interventions in the prevention and of physical illness.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Restrictions: Pre-requisites:** or PSY 220 Minimum Grade: D**PSY 238 - Psychology of Diversity****Credits:** 3.00

This course provides an overview of the psychology of race/ethnicity, sex/gender, and minority groups in a multicultural context. This course will cover issues of psychological development, mental health, medical, sex/gender, and power inequity within minority groups, including but not limited to: African-Americans, Hispanic/Latino Americans, Native Americans, and Asian Pacific Islanders. It provides a means of critical analysis and integration of diverse perspectives that exist within contemporary psychology in relation to what it means to be a minority. Major emphasis will be on developing an understanding of the variation within and between racial/ethnic groups and an increased understanding of the psychological issues relevant to minorities and the mental health professionals working with them. Further emphasis will be placed on increasing the student's understanding of his/her own cultural upbringing and how this impacts their cultural worldview of self and others.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**PSY 245 - Evolutionary Psychology****Credits:** 3.00

This course provides students with a perspective on the evolved biological basis of human nature and human social life. The course will focus on such issues as survival, sexuality, altruism, aggression, conflict between the sexes, deception and unconscious communication. We will also cover basic Darwinian theory and it's relationship to specific approaches to psychology.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 251 - Independent/Directed Study****Credits:** 1.00 to 3.00

The course is designed for a qualified student to work individually with a faculty member on a project, reading program, or a selected topic that is not covered in a regular course. Permission of the instructor required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**PSY 252 - Forensic Psychology****Credits:** 3.00

This is a one-semester course designed to explore the general principles of forensic psychology. We will discuss the legal system, law enforcement issues, criminalistics, evaluation techniques and the myriad roles the modern forensic psychologist might play in the "system". We will compare and contrast areas in which the legal system and the field psychology complement and conflict with each other. In addition we will discuss ways in which the media characterize forensic psychologists and portray them.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 255 - Social Psychology****Credits:** 3.00

This course will provide an overview of theory and empirical research in social psychology, with topics including: social cognition, the social self, attitudes and persuasion, prejudice and inter-group relations, social influence and intra-group relations, attraction and interpersonal relationships, aggression, and prosocial behavior.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 270 - Sociocultural Context H.D. II****Credits:** 3.00

This course is a continuation of PSY 220 but may be taken alone. It provides students with a social sciences perspective on human development and methods of inquiry. Life stages covered are adolescence, adulthood, experience of later life, and the end of life. Topics include demographics, cross cultural data, identity, intimacy, parenting, occupation, aging, death and dying. Fulfills Social/Global Awareness (SGA) requirements. Prerequisite: Second-year status.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

**Pre-requisites:**

### **PSY 275 - Intro Psychobio Methods & Tech**

**Credits:** 3.00

This course will use lecture, primary literature, discussion, and hands on activities to address common methods and techniques that are used in the field of psychobiology. These activities will focus on how topics in psychobiology are addressed scientifically and will provide exposure to both historical and modern techniques for psychobiology research. Topics covered will include behavioral sampling techniques, basic learning processes, and human behavior.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

**Pre-requisites:** PSY 105 Minimum Grade: D and BIO 100 Minimum Grade: D and BIO 101 Minimum Grade: D

### **PSY 285 - Research Methods**

**Credits:** 3.00

The underlying logic of primary methods of research in the social and behavioral sciences will be investigated. The development of research questions and their relationship to theory will be discussed. Students will identify and select appropriate methods for conducting research. The interpretation of research results will be reviewed in terms of their significance and meaning. Second-year status required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

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

1st Semester Sophomore

2nd Semester Sophomore

**Pre-requisites:** ( PSY 225 Minimum Grade: D or MAT 150 Minimum Grade: D ) and PSY 105 Minimum Grade: D

### **PSY 295 - Listening/Communication Skills**

**Credits:** 3.00

This is an experiential, skills-based course which is designed to teach students the requisite skills of effective listening and communication. Content areas include basic attending, responding, and listening skills, professional writing skills, clarifying and advanced empathy, and inter-cultural communication skills. In addition, students will be exposed to a basic helping model that provides a general framework for mental health service delivery.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 300 - Psychology Internship I**

**Credits:** 1.00 to 10.00

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include mental health facilities, hospitals, homes for disadvantaged children, local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of clinical work and agency relations within a community setting. Prerequisite: Third-year status or consent of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

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

Psychology /Social Relations

Psychology

Sociology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 105 Minimum Grade: D

### **PSY 310 - Children and Stress**

**Credits:** 3.00

Explores issues children and their families face when there is illness, death, divorce, or hospitalization. The work of Bowlby, Robertson, and others as it relates to emotional and psychological impacts of separation and illness will be discussed. Third-year/Fourth-year status or consent of instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 105 Minimum Grade: D

**PSY 315 - Group Dynamics****Credits:** 3.00

This course will explore the study of intra-group and inter-group dynamics from a social psychological perspective. Class discussion will focus on theory and empirical research regarding group dynamics, with topics including: social identity, group formation, power, majority and minority influence, communication in groups, conflict in groups, group performance, group decision making, leadership, and cooperation and competition between groups.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 255 Minimum Grade: D and PSY 105 Minimum Grade: D**PSY 330 - Psychology of Stress****Credits:** 3.00

This course investigates the nature of stress and its impact on the individual's personality, abilities, and health. Key theories of stress are presented. Current research issues in stress and coping are reviewed. Personal, as well as institutional responses to and interventions with stress will be emphasized.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 335 - Comparative Animal Behavior****Credits:** 3.00

This course will deal with multiple aspects of animal behavior across many species. Specific attention will be given to evolutionary psychology and the genetic basis of speciation. Following this, a number of different types of behavior will be discussed, with respect to both the similarities and differences among species and the adaptive significance of differing behaviors.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 365 Minimum Grade: D**PSY 345 - Sports Psychology****Credits:** 3.00

The course is intended to investigate the science of Sport Psychology from its theoretical foundation to its practical application. The perspectives of the course range from the study of individual differences and sport behavior to the impact of social influences and group dynamics on sport. Specific topics include: psychological variables; personality and individual differences in athletes; skill acquisition; and, an examination of the role of exercise and sport across the life span. crosslisted with SPT 345.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 350 - Theories of Personality****Credits:** 3.00

This course is designed to expose students to a variety of contrasting theories regarding the origin and nature of personality. These theories have served as the underpinning for applications of the field of psychology, and chronologically they represent changes in the field since its inception. Original readings from various theorists will be used as the backdrop for learning about the research, history, and paradigms within personality psychology.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 351 - Independent/Directed Study****Credits:** 1.00 to 3.00

The course is designed for a qualified student to work individually with a faculty member on a project, reading program, or a selected topic that is not covered in a regular course. Permission of instructor required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**PSY 355 - History and Systems****Credits:** 3.00

This course is intended to provide a student with an understanding of the philosophical and historical roots of psychology. The course will survey the historical systems of psychology including functionalism, structuralism, psychoanalysis, behaviorism, gestaltism, and the current cognitive paradigm.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Restrictions: Pre-requisites:** PSY 105 Minimum Grade: D**PSY 360 - Psychological Assessment****Credits:** 3.00

This course offers an introduction to the principles and procedures of psychological assessment. Assessment theory and test construction are examined and the more commonly used tests for the assessment of intelligence, achievement, ability, interests, and personality are studied. The ethical issues associated with assessment will be emphasized throughout the course with particular attention given to issues of race, class, gender, and ability as mediating variables in test construction and interpretation.

**College:** College of Arts & Sciences

**Division:** Undergraduate  
**Department:** Psychology  
**Pre-requisites:** PSY 105 Minimum Grade: D and PSY 225 Minimum Grade: D

**PSY 362 - Animal Cognition****Credits:** 3.00

A major focus of this course will be on cognitive evolution in a variety of species, with specific attention to cognitive development in dolphins, whales, monkeys, apes, and humans. How do animals think without language as we know it? The fundamental principles and theories of learning and information processing in animals will be explored. The history, nature, and philosophical implications of cognitive science also will be explored, including attention to artificial intelligence.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 365 - Biological Bases of Behavior****Credits:** 3.00

This course is an introduction to the biological basis of human behavior. The primary systems of human behavior will be examined within the context of the brain's function. Topics will include the anatomy and physiology of the brain, the structure of the nervous system, the role of hormones, language processing, developmental changes, emotions, and the biological basis of psychological disorders.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 380 - Learning and Memory****Credits:** 3.00

This course will provide an overview of theories and research in such topics as classical and operant conditioning, verbal learning, and the biological basis of current learning and memory theory. Mental and biological models of learning and of memory will be evaluated and both human and animal experimentation will be explored.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 381 - Cognitive Psychology****Credits:** 3.00

The course examines current research on cognition with an emphasis on learning, thinking, and reasoning. The course will include an historical overview of approaches to the subject area, the various theories of knowledge acquisition, and information processing. There will also be a focus on applied models and theories. Topics include: thinking, reasoning, the use of symbols, language use, transfer of learning, knowledge construction, problem solving, developing expertise, memory, the role of environment, decision-making, creativity, and artificial intelligence.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 400 - Psychology Internship II****Credits:** 1.00 to 10.00

The internship provides academic credit for training and supervised experiences in selected community service agencies and businesses. Additionally, the goals of the internship include providing students with opportunities to acquire practical skills that may enhance their qualifications for graduate school or employment. For self-exploration and self-assessment for various professional roles and graduate training. To integrate their knowledge of psychological theories and concepts with agency needs. For analyzing and resolving challenges in real-world settings. The weekly seminar provides a directed, reflective atmosphere where students can discuss issues related to their internship experiences and receive support and feedback when needed or requested.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 300 Minimum Grade: D**PSY 405 - Special Topics Seminar****Credits:** 3.00

This course is designed to explore a specific topic in psychology in some depth. The topic chosen will vary according to the instructors area of research and specialization. Students will be required to read, present, and discuss related articles each week.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Restrictions: Pre-requisites:** PSY 285 Minimum Grade: D**PSY 406 - Special Topics Psychobiology****Credits:** 3.00

Selected areas of research and theory in psychobiology that are not covered in depth in regular course work will be explored through this seminar. Permission from instructor.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D and PSY 365 Minimum Grade: D

**PSY 410 - Theory/Res/Pract Couns Psych****Credits:** 3.00

This course is intended to be a general introduction to the field of counseling psychology by surveying the major theoretical approaches underlying both individual and group practice in clinical and counseling work. In addition to studying a variety of theoretical approaches, students will be exposed to the research indicating which approach seems to work best with certain types of client problems. Approaches to be examined include Psychoanalytic, Adlerian, Existential, Client-Centered, and Cognitive-Behavioral.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 105 Minimum Grade: D**PSY 415 - Multicultural Counseling****Credits:** 3.00

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

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 295 Minimum Grade: D and PSY 105 Minimum Grade: D**PSY 425 - Adv Psybio: Method&Technique****Credits:** 3.00

This course will build on the materials in PSY 275. Lecture, thorough discussion of primary literature, and the development of experiments to address topics in psychobiology research will be used. Through this course, you will gain an understanding of what it means to be a psychobiologist and the techniques and methods involved in the field. Topics covered will include the construction of ethograms, game theory and its application to behavior, and the influence of environment on behavior.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 365 Minimum Grade: D and PSY 105 Minimum Grade: D and ( BIO 101 Minimum Grade: D or BIO 104 Minimum Grade: D )**PSY 440 - Sensation and Perception****Credits:** 3.00

This course will explore theories of and research on sensory and perceptual processes from a comparative psychology.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Restrictions: Pre-requisites:** PSY 365 Minimum Grade: D**PSY 450 - Fourth-year Thesis****Credits:** 3.00

The purpose of this course is to serve as capstone experience which will integrate all of the student's course work, as well as provide a forum for the student's interest in a specialized topic. Students will be engaged in individual research (topics to be constructed jointly with the faculty). Permission of the instructor required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 285 Minimum Grade: D**PSY 451 - Independent/Directed Study****Credits:** 1.00 to 3.00

The course is designed for a qualified student to work individually with a faculty member on a project, reading program, or a selected topic that is not covered in a regular course. Consent of instructor required.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**PSY 490 - Behavioral Neuroscience****Credits:** 3.00

This course will examine the structure and function of the nervous system, with specific emphasis on the relationship between the nervous system and behavior. The principles of behavioral neuroscience will be applied to the understanding of biological underpinnings of normal behavior and of psychological problems. The theme of flexibility and plasticity of the nervous system will be developed. Emphasis will also be given to examination of published scientific investigations of the nervous system and how conclusions about the relationship between the nervous system and behavior are reached.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Psychology**Pre-requisites:** PSY 365 Minimum Grade: D and BIO 101 Minimum Grade: D and CHE 130 Minimum Grade: D**PSY 495 - Psychobiology Intern/Research****Credits:** 1.00 to 12.00

The student will be involved with animal projects, choosing from a variety of positions and/or research offering hands-on experience in aspects of animal care, training, and/or observation. At present, internships are available which apply to large marine mammal observation and training, marine mammal conservation (including an internship involving a National Geographic research team), canine training for behavioral problems and canine training for help with human disabilities. Internships are continually being developed in this program. Permission of instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Psychology

## Physical Therapy

### PTH 501 - Foundations of PT Practice 1

**Credits:** 3.00

This course is designed to provide students with foundational concepts and practices that form the basis for much of physical therapy. Students will be introduced to range of motion, Universal Precautions, bed mobility, gait training, and other introductory principles utilized throughout the specific physical therapy management courses to follow.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Co-requisites:** PTH 501L

**Pre-requisites:**

### PTH 501L - Foundations of PT Prac I Lab

**Credits:** .00

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

**Co-requisites:** PTH 501

### PTH 502 - Kinesiology

**Credits:** 5.00

A study of human biomechanics; structure and function of muscle and joints of the extremities, the vertebral column, and the temporomandibular joint; and analysis of normal human movement. May be taken concurrently with BIO 502.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** BIO 502 Minimum Grade: B-

### PTH 503 - Normal Development

**Credits:** 2.00

This course provides the student with an in-depth review of normal human development across the lifespan from embryological origins through senescence.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 502 Minimum Grade: B-

### PTH 505 - Prof Iss I - Soc & Comm

**Credits:** 2.00

This course will introduce students to the profession of Physical Therapy by exploring a variety of issues which are of concern and importance to the profession. Topics will increase the awareness of professionalism, the role of PT in the health care system, and the understanding of policies and procedures that are important to the profession of Physical Therapy. Course content will also provide opportunities for understanding the physical therapy patient/client management model and for enhancing the skills required for effective observation, documentation of care, communication, decision-making and interpersonal interactions and relationships. In addition, the student will be introduced to ethical and legal and confidentiality issues in professional practice. This course will charge a fee to cover the cost of background checks.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

### PTH 506 - Psychosocial Asp of Dis & Ill

**Credits:** 1.00

Physical therapists often provide services to patients who are dealing with pathological conditions resulting in significant impairment, functional limitation, and disability. The pathology and its effects consequently impact the psychological and social state of not only the patient, but also the family members and caregivers. The intent of this course is to explore these issues in order to increase awareness, understanding, sensitivity, and respect when working with patients, families, and caregivers, with the ultimate goal of maximizing the therapeutic process and outcome. Non-majors may enroll by permission of instructor

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**PTH 507 - Intro to Clinical Medicine****Credits:** 1.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the musculoskeletal, cardiovascular, pulmonary, neuromuscular, and integumentary systems. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of human disease and injury. The intent of this course is to provide students with the foundational science content related to human disease and injury. This course will provide the necessary introductory content in preparation for the in-depth coverage of system-specific pathology content occurring later in the curriculum.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**PTH 508 - Patho Med Mgt Dis Muscul****Credits:** 2.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the musculoskeletal system. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of the musculoskeletal system. The intent of this course is to provide students with the medical pathology content related to common diseases and injuries of the musculoskeletal system, and the typical medical and surgical interventions(s) for these conditions.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**Pre-requisites:** PTH 507 Minimum Grade: B- and BIO 502 Minimum Grade: B-**PTH 509 - Foundations of PT Pract 2****Credits:** 3.00

This course will include an introduction to the principles of application to all modalities, therapeutic exercise, soft tissue massage, and other introductory principles used across systems and through the lifespan.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 507 Minimum Grade: B-**PTH 511 - PT Mgt Dis - Upper Quarter****Credits:** 3.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the upper quarter of the Musculoskeletal system affecting bones, joints, connective tissue, and muscle. May be taken concurrently with PTH 508 & PTH 509.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 505 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B-**PTH 513 - PT Mgt Dis - Lower Quarter****Credits:** 3.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the lower quarter of the Musculoskeletal system affecting bones, joints, connective tissue, and muscle. May be taken concurrently with PTH 508 & PTH 509.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 505 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 511 Minimum Grade: B-**PTH 514 - Scientific Inquiry I****Credits:** 2.00

An introduction to the methods used to conduct clinical research in physical therapy. Topics include: accessing the professional literature using electronic databases, evidence-based practice, the scientific method, role of theory in clinical research, evaluating the literature through examination of the research process including: sampling, experimental design and control, ethical issues, properties of measurements, and statistical inference.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**PTH 516 - Patho Med Mgt Dis Cardio/Pul****Credits:** 1.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the cardiovascular and pulmonary systems. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of these systems. The intent of this course is to provide students with the medical pathology content related to common pathologies and diseases of the cardiovascular and pulmonary systems, and the typical medical and surgical intervention(s) for these conditions. May be taken concurrently with PTH 522.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 507 Minimum Grade: B- and BIO 502 Minimum Grade: B-

### **PTH 517 - PT Mgt Dis -Spine,Trunk,Pelvis**

**Credits:** 3.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the spine, trunk and pelvis of the Musculoskeletal system affecting bones, joints, connective tissue, and muscle.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 505

Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B- and

PTH 511 Minimum Grade: B- and PTH 513 Minimum Grade: B-

### **PTH 522 - PT Mgt Dis Cardio/Pul Systems**

**Credits:** 4.00

Application of the physical therapy patient/client model - including examination and intervention procedures and development of physical therapy care plans - for individuals with impairments and functional limitations due to conditions affecting the vascular, cardiac and respiratory systems. May be taken concurrently with PTH 516.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 501 Minimum Grade: B- and PTH 505 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 516

Minimum Grade: B-

### **PTH 523 - Prof Iss 2 - Administration**

**Credits:** 2.00

This course explores theories and application of administrative topics including organizational structure and behavior, human resource management, leadership, finance, and practice management. Students are introduced to marketing concepts including marketing strategy for products and services, the marketing mix, segmentation, market research, social marketing, and the marketing plan. Participation in the course provides students with the opportunity to contribute to the administrative success of their physical therapy organization.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

### **PTH 524 - Clinical Education Seminar**

**Credits:** 1.00

Clinical education seminar provides students with an introduction to the structure, objectives, and philosophy of clinical education. Primary topics discussed include health care system, coding and reimbursement, ethical and legal issues, clinical performance instruments, assessment, communication skills, collaborative learning, and clinical site selection. May be taken concurrently with PTH 517.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 511 Minimum Grade: B- and PTH 513

Minimum Grade: B- and PTH 517 Minimum Grade: B-

### **PTH 601 - Clinical Practicum I**

**Credits:** 8.00

A 12 week full-time clinical education experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the management of patients with musculoskeletal or cardiopulmonary dysfunction. May be taken concurrently with PTH 604 & PTH 605.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Co-requisites:** PTH 602

**Pre-requisites:** PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 511 Minimum Grade: B- and PTH 513

Minimum Grade: B- and PTH 516 Minimum Grade: B- and PTH 517 Minimum Grade: B- and PTH 522 Minimum Grade: B- and

PTH 524 Minimum Grade: B-

**PTH 602 - Scientific Inquiry II****Credits:** 2.00

The physical therapy student writes a publication quality article on a topic of interest to the profession using one of the categories of peer-reviewed manuscripts considered for Physical Therapy, including Technical Report, Perspective, Update, or Evidence in Practice. This course is offered in distance-learning format

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Doctor of Physical Therapy

**Co-requisites:** PTH 601**Pre-requisites:** PTH 514 Minimum Grade: B-**PTH 603 - Patho Med Mgt Dis -Child/Adult****Credits:** 3.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the neuromuscular system throughout the lifespan. As autonomous practitioners physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of this system. The intent of this course is to provide students with the medical pathology content related to common pathologies and diseases of the neuromuscular system, and the typical medical and surgical interventions(s) for these conditions. Because the impairments, functional limitations and disabilities associated with various pediatric neuromuscular conditions are typically the core of pediatric physical therapy practice, specific attention to these pathologies are addressed in this course. May be taken concurrently with PTH 604 and PTH 605.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Doctor of Physical Therapy

**Pre-requisites:** BIO 502 Minimum Grade: B- and BIO 504 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 507 Minimum Grade: B-**PTH 604 - PT Mgt Child with Dis Neuro****Credits:** 5.00

Application of the physical therapy patient/client model - including examination and intervention procedures and development of physical therapy care plans - for children with impairments, functional limitations, and disabilities resulting from disorders of the neuromuscular system. May be taken concurrently with PTH 603

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Doctor of Physical Therapy

**Pre-requisites:** PTH 501 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 603 Minimum Grade: B-**PTH 605 - PT Mgt Adults with Dis Neuro****Credits:** 7.00

Application of the physical therapy patient/client model - including examination and intervention procedures and development of physical therapy care plans - for adults with impairments and functional limitations due to conditions affecting the neuromuscular system. May be taken concurrently with PTH 603.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Doctor of Physical Therapy

**Co-requisites:** PTH 605L**Pre-requisites:** BIO 504 Minimum Grade: B- and PTH 502 Minimum Grade: B- and PTH 511 Minimum Grade: B- and PTH 513 Minimum Grade: B- and PTH 514 Minimum Grade: B- and PTH 517 Minimum Grade: B- and PTH 522 Minimum Grade: B- and PTH 603 Minimum Grade: B-**PTH 605L - PT Mgt Adults w/ Dis Neuro Lab****Credits:** .00**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Co-requisites:** PTH 605**PTH 606 - Research Proposal****Credits:** 2.00

Physical therapy students identify a research question on a problem of importance to the profession, design a research study related to the problem, prepare a research budget, and submit the completed research proposal for review by the Institutional Review Board for the Protection of Human Subjects. Descriptive, exploratory, and experimental forms of research are acceptable.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):

Doctor of Physical Therapy

**Pre-requisites:** PTH 514 Minimum Grade: B- and PTH 602 Minimum Grade: B- and PTH 601 Minimum Grade: P**PTH 607 - Clinical Practicum 2****Credits:** 8.00

A 12 week full-time clinical experience provided in a variety of health care settings within the United States. The experience is

structured to provide students with the opportunity to develop competence in the managements of patients - with musculoskeletal, cardiopulmonary or neuromuscular dysfunction.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 601 Minimum Grade: P and PTH 603 Minimum Grade: B- and PTH 604 Minimum Grade: B- and PTH 605

Minimum Grade: B-

#### **PTH 608 - Case Study 1**

**Credits:** 2.00

The physical therapy student gathers data about a patient or group of patients, institutions, facilities, education programs, or other definable units in preparation for writing a case study. Issues addressed may include patient management, ethical dilemmas, use of equipment or devices, or administrative or educational concerns. Course offered in distance-learning format.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Co-requisites:** PTH 607

**Pre-requisites:** PTH 514 Minimum Grade: B- and PTH 602 Minimum Grade: B-

#### **PTH 641 - Elect: Geriatric & Neuromuscular**

**Credits:** 2.00

This on-line course aims to enhance the student's knowledge of measurement in geriatric and adult neuromuscular physical therapy practice. Following a review of measurement principles, students will explore a variety of disease-specific and generic outcome measures, with a focus on sound clinical decision-making regarding the selection, administration, and interpretation of outcomes measuring impairment, functional limitation, and disability in elders and adults with neuromuscular disorders. Students enrolled in this course must have internet access.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 605 Minimum Grade: B-

#### **PTH 642 - Elect: App, Integr, Licensing**

**Credits:** 2.00

This course provides students with the opportunity to strengthen their clinical reasoning skills and further apply and integrate information from their clinical education experiences. Case studies and directed educational sessions provide students with the opportunity to explore each of the elements of patient/client management (examination, evaluation, diagnosis, prognosis, intervention, outcomes). Clinically oriented multiple choice questions with good, better, and best options are utilized as a tool to assess students clinical reasoning skills. Students have the opportunity to engage in self-assessment activities that can assist them to determine their readiness for entry-level clinical practice and the Physical Therapist Licensing Examination. Fee associated with this course.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

#### **PTH 644 - Elect: Seminar in Human Funct**

**Credits:** 2.00

This course will investigate normal and abnormal human function, with an emphasis on qualitative and quantitative analysis. Students will be expected to use observational skills along with a variety of media to assess function. Primary emphasis will be on the lower extremity, but may also include the upper extremity and spine. This course is limited to students majoring in Physical Therapy who are in the final year of the program; or by permission of the instructor.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

#### **PTH 646 - Elect: Neural Provocation Test**

**Credits:** 1.00

This course is designed to acquaint the student with theory and practice related to the use of neural provocation tests in a variety of practice settings. As part of developing an understanding of theory related to these techniques, the class will be divided into lecture and laboratory sessions. Lecture will be focused on anatomical review and developing an understanding of the mechanical and physiological properties of neural tissue. The lab portion of this course will focus on nerve palpation and use of NPT in examination and treatment. Case studies will also be used at to assist in integrating the information covered. By the end of the 15-hour lecture/lab session each student will be able to demonstrate competency in safe application of these techniques.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 511

Minimum Grade: B- and PTH 513 Minimum Grade: B- and PTH 517 Minimum Grade: B-

**PTH 649 - Elect:Aquatic Physical Therapy****Credits:** 1.00

This course will serve as an introduction to the parameters of buoyancy, support, and accommodating resistance in the aquatic environment that can enhance therapeutic exercise options and create a safe setting for progressive rehabilitation. The course will consist of a combination of lecture on the Westbrook College Campus and laboratory activities using the pool on the University Campus. The primary focus will be on interventions for individuals with various musculoskeletal and neuromuscular disorders. There will also be attention to working with the athletic population and individuals recovering from various orthopedic surgical procedures.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**PTH 650 - Elect: Comp Analysis of Data****Credits:** 2.00

Students organize and analyze quantitative data using statistics software. The course will emphasize computation and interpretation of graphics, descriptive statistics, and inferential statistics through hands-on learning using real data sets. Meet the prerequisite requirements or permission of instructor.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**Pre-requisites:** MAT 150 Minimum Grade: B-**PTH 701 - Patho & Med Mgt Integ Sys****Credits:** 1.00

Physical therapists provide services to patients/clients with impairments, functional limitations, and disabilities related to a variety of pathological conditions affecting the integumentary system. As autonomous practitioners, physical therapists must have a strong foundation in the fundamental aspects of causation and processes of common diseases and injuries of this system. The intent of this course is to provide students with the medical pathology content related to common pathologies and diseases of the integumentary system, and the typical medical and surgical intervention(s) for these conditions. May be taken concurrently with PTH 703 & PTH 704.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 516 Minimum Grade: B- and PTH 601 Minimum Grade: P and PTH 607 Minimum Grade: P and PTH 703 Minimum Grade: B-**PTH 702 - Prof Iss III - Edu & Consult****Credits:** 2.00

Physical therapists engage in consultation with health facilities, colleagues, businesses, and community organizations and agencies. They educate patients/clients, families and caregivers, students, other staff, communities, and organizations and agencies (Adapted from the Guide to Physical Therapist Practice, 2nd ed., Phys Ther. 2001; 81(1):40.) This course will introduce students to the principles of education and consultation, which are essential components of physical therapist practice.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**PTH 703 - PT Mgt Dis Integumentary Sys****Credits:** 4.00

Application of the physical therapy patient/client management model - including examination and intervention procedures and development of physical therapy care plans - for individuals with primary disorders of the integumentary and lymphatic systems. May be taken concurrently with PTH 701.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Doctor of Physical Therapy**Pre-requisites:** BIO 502 Minimum Grade: B- and PTH 501 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 509 Minimum Grade: B- and PTH 516 Minimum Grade: B- and PTH 601 Minimum Grade: P and PTH 607 Minimum Grade: P and PTH 701 Minimum Grade: B-**PTH 704 - Dis Prevention & Hlth Promo****Credits:** 2.00

The current scope of physical therapy practice includes the primary prevention of disease and promotion of health wellness. The purpose of this course is to prepare the physical therapy student to function in this capacity. The course will explore disease prevention and health promotion from the perspectives of the epidemiological approach, national, state and local public health agendas and initiatives, issues of health disparities, and evaluation of efficacy. Students will be introduced to various emerging areas of physical therapy practice in the areas of disease prevention and health promotion. A class project is assigned whereby students develop and implement a prevention program in the local community. May be taken concurrently with PTH 701.

**College:** College of Health Professions**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 505 Minimum Grade: B- and PTH 507 Minimum Grade: B- and PTH 508 Minimum Grade: B- and PTH 516 Minimum Grade: B- and PTH 603 Minimum Grade: B- and PTH 701 Minimum Grade: B-

### **PTH 705 - Research Project**

**Credits:** 2.00

Physical therapy students complete the research project by collecting and analyzing the data, and disseminating the results through a written research report and platform-style oral presentation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 606 Minimum Grade: B-

### **PTH 706 - Prof Iss 4 - Legis & Reg Iss**

**Credits:** 2.00

This course introduces the physical therapy student to legislative and regulatory processes in the United States, particularly in the context of current health care policy. The course will consist of active learning activities, which are designed to provide the student with the skills and resources to be an effective advocate for their patients/clients and the profession. The course will draw heavily from relevant current legislative and regulatory issues that are before Congress, federal regulatory agencies, and state legislatures and boards. Students will be asked to reflect on and discuss these issues in the context of their clinical experiences to date.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 601 Minimum Grade: P or PTH 607 Minimum Grade: P or PTH 707 Minimum Grade: P

### **PTH 707 - Clinical Practicum 3**

**Credits:** 8.00

A 12 week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the managements of patients with musculoskeletal, neuromuscular, cardiopulmonary or integumentary dysfunction.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 607 Minimum Grade: P and PTH 701 Minimum Grade: B- and PTH 703 Minimum Grade: B-

### **PTH 708 - Case Study 2**

**Credits:** 2.00

The physical therapy student writes a publication quality case report about a patient or group of patients, institutions, facilities, education programs, or other definable units following the guidelines for submission of a manuscript to Physical Therapy. Issues addressed may include patient management, ethical dilemmas, use of equipment or devices, or administrative or educational concerns. The student makes an oral presentation of the paper at a Department Symposium

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Doctor of Physical Therapy

**Pre-requisites:** PTH 608 Minimum Grade: B-

### **PTH 730 - Pharmacology**

**Credits:** 3.00

The study of pharmacologic agents typically encountered in physical therapy practice. The course focuses on the intended effects and unintended side effects of various medications commonly used to treat disorders of the musculoskeletal, neuromuscular, cardiovascular, pulmonary, and integumentary systems.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Post Professional DPT

### **PTH 732 - Management Sciences**

**Credits:** 3.00

Various theories of management and leadership as applied to organizational structure, personnel relations, work teams, organizational identity and mission, strategic planning, marketing, budget and finance, are explored in the context of a wide range of traditional and community-based health care settings. This course also draws upon student management and leadership experiences to address the practical application of theoretical constructs.

**College:** College of Health Professions

**Division:** Graduate

**Department:** Physical Therapy

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

Post Professional DPT

**PTH 734 - Clinical Reasoning & Evidence-****Credits:** 3.00

The examination of clinical decision making in the physical therapy setting, including various decision-making models and the attributes of the expert problem-solver. Specific attention will be given to the application of clinical reasoning and evidenced-based practice in the context of the disablement model and the patient/client management model in physical therapy.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Post Professional DPT**PTH 736 - Prevent, Hlth Promo,& Wellness****Credits:** 3.00

The current scope of physical therapy practice includes the primary prevention of disease and promotion of health and wellness. The purpose of this course is to prepare the student to function in this capacity. Disease prevention and health promotion are explored from various perspectives including the epidemiological approach; local, state and national public health agendas; health disparities within populations and program evaluation. Students are introduced to various emerging areas of physical therapy practice in the context of disease prevention and health promotion.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Post Professional DPT**PTH 738 - Legislation & Policy****Credits:** 3.00

The exploration of the physical therapist's role in advocacy, including the American Physical Therapy Association's efforts to address health legislation and policy affecting the current and future practice of physical therapy. The course focuses on the necessary skills to consult with a variety of individuals working in local, state and national government agencies in the context of current legislative and regulatory issues

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Post Professional DPT**PTH 740 - Capstone in Clinical Practice****Credits:** 3.00

This course integrates the content addressed within the curriculum and the student's current practice. This integration will be facilitated through the use of case studies based on the student's experience, selected readings from the primary literature, and participation in on-line discussions. The case studies will include content on diagnostic testing and outcomes measurement not formally addressed in other courses in the curriculum. The course will culminate in a written response paper addressing a number of integrated questions related to the educational objectives of the entire curriculum.

**College:** College of Health Professions**Division:** Graduate**Department:** Physical Therapy**Restrictions:** Must be enrolled in one of the following Major(s):  
Post Professional DPT**Pre-requisites:** PTH 730 Minimum Grade: B- and PTH 732 Minimum Grade: B- and PTH 734 Minimum Grade: B- and PTH 736 Minimum Grade: B- and PTH 738 Minimum Grade: B-[Back to Top](#)

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## 2006-2007 Course Descriptions

This is a complete listing of all courses offered by the three colleges of the University of New England. The courses are arranged alphabetically by subject code. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

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

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

### Religious Studies

#### REL 200 - World Religions

**Credits:** 3.00

This course is an exploration of the basic doctrines of major world religions with regard to the nature of divinity and religious experience, the meaning of human existence and its place in the cosmic order.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

#### REL 325 - Topics in Religion

**Credits:** 3.00

Special topics courses in religion may be offered. Possible topics are Religious Autobiographies, Asian Religions, Women in World Religions, Death and the Afterlife, Islam, Early Christianity and the Historical Jesus, and New Religious Movements, The Gnostic Gospels.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Philosophy/Religious Studies

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

1st Semester Freshman

2nd Semester Freshman

1st Semester Sophomore

### Sociology

#### SOC 105 - Popular Culture

**Credits:** 3.00

This course critically studies contemporary American culture by examining a broad range of its more everyday manifestations. These will include advertisements, television programming for children and adults, popular song lyrics, comic books, cartoons and other forms of humor, toys, sports, games, food preferences, and popular magazines and tabloids. The course is "hands-on". Information on popular culture is collected and analyzed with a variety of social science theories and research techniques. Major attention is paid to images of women and men and racial and ethnic groups as they appear in popular culture, and to the way in which popular culture reflects and reinforces the American class structure. No prerequisite.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

#### SOC 150 - Intro to Sociology

**Credits:** 3.00

An introduction to the concepts and methods of sociology, particularly as they are applied to an understanding of problems and structure in society. This course will include the social organization of the U.S. as well as other countries around the world. Emphasis will be on causes and implications of social and cultural change. No prerequisite.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

#### SOC 170 - Deviance and Crime

**Credits:** 3.00

This course explores a wide range of human actions-- homicide, rape, burglary, embezzlement, fraud, drug and alcohol use, as well as numerous other violent and nonviolent forms of crime and deviance. U.S. crime and victimization data will be used to develop profiles of each crime type. The topics covered are intended to introduce the student to the study of deviance and criminology. The first part of the course examines the offender, victim, crime prevention strategies, and situational elements surrounding major forms of crime. The second part of the course, major theoretical perspectives on deviance will explore the reasons individuals or groups commit crimes.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Restrictions:**

#### SOC 180 - Visual Sociology

**Credits:** 3.00

This course explores society from a visual perspective. Using photographs, video, and the internet students will explore how society expresses itself visually. Students will use visual tools to examine fundamental elements of society such as values, norms, beliefs, institutions, and social structures. Students will learn to take sociological photographs as well as view the visual works of others.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

### **SOC 205 - Special Topics Seminar**

**Credits:** 3.00

An intermediate course for the detailed analysis of major issues relating to sociology. Topics and reading are determined yearly by the teaching faculty.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:**

### **SOC 208 - Tribal Cultures**

**Credits:** 3.00

An exploration of tribal cultures based on the video series "Millennium: Tribal Wisdom for the Modern World". Tribal views on the environment, nature, relationships between the sexes, art and rituals, spirituality, identity, and wealth and power will be explored with an eye to their relevance to solving modern social problems. Students are encouraged to develop an understanding and appreciation of their own cultural heritage as well as that of tribal peoples. No prerequisite.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

### **SOC 210 - Displaced Cultures & Society**

**Credits:** 3.00

This course explores the social change created when cultures and societies are forced to relocate as a result of armed conflict or government policy. A variety of examples will be used including the forced resettlement of both the Inuit people in the Arctic and the inhabitants of isolated fishing villages in Newfoundland as well as the recent refugee crisis in Darfur, Sudan and the longstanding refugee states of the Palestinian people. It will focus on changes in family structure, education, health, economic activity, and political processes. Students will be encouraged to conduct research and inquiry with local agencies serving refugee populations in the area.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

### **SOC 215 - Poverty**

**Credits:** 3.00

This course will examine poverty in the United States and the world and the problems associated with it; these will include hunger, housing quality and homelessness, employment, health problems, family stability, and education. Definitions and measurement of amounts of poverty will be considered. Throughout the course, poverty will be studied as a feature of society and a world order where wealth and power are not equally distributed and where technology and population structures are producing social change. Various solutions to the problems of poverty will be explored. Students in the course will be given opportunity to explore and clarify their own attitudes and beliefs about poverty and the poor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:**

### **SOC 220 - Society in Japan**

**Credits:** 3.00

This course utilizes the sociological perspective to explore the historical and contemporary issues facing Japan today. Particular emphasis will be placed on examining the impacts of Japanese nationalism, contemporary social problems, family structure, gender, as well as economic, political, and religious institutions. Culture will be explored as a way of explaining human behavior. Students will be encouraged to draw cross cultural comparisons between Japan and the United States. Meet pre-requisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:**

### **SOC 225 - Stats for SOC & Behav Science**

**Credits:** 3.00

This course is an introduction to descriptive and inferential statistics as applied to problems in the behavioral and social sciences. Topics will include measures of central tendency and variability, correlation, hypothesis testing, t tests, analysis of variance, regression, and chi square analysis. Students will also learn to use statistical software and to choose the appropriate analysis for various type of data. (Cross-listed with PSY 225)

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:** MAT 120 Minimum Grade: D or MAT 150 Minimum Grade: D or MAT 180 Minimum Grade: D or MAT 185 Minimum Grade: D or MAT 190 Minimum Grade: D or MAT 200 Minimum Grade: D

### **SOC 226 - Environmental Sociology**

**Credits:** 3.00

This course explores the foundations of environmental sociology and trends in the field over recent decades. Using these foundations, the course examines three major issues that continue to dominate environmental sociology: the environmental implications of our political, social, and economic institutions; the relationship of growth to environmental problems; and,

ultimately, the relationship of man to nature.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:**

### **SOC 230 - Society in Latin America**

**Credits:** 3.00

This course presents a description and analysis of the structures and dynamics of Latin American Society. It focuses on cultural norms; social change; stratification; demography; environmental issues; family structures; and social institutions including economics, politics, and religion. The course also explores the impacts of globalization in contemporary Latin America with particular emphasis on its relationship to the north.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:**

### **SOC 240 - Race/Class/Gend:Soc Persp**

**Credits:** 3.00

This course is designed to enhance understanding of cultural diversity and social inequalities. Racial and ethnic heritages, socioeconomic classes, and gender as well as their role in identity formation are explored. The course also examines the inequalities of power and privilege that flow from racism, sexism, and class structure. Primary attention is given to the United States with cross-national materials used for comparison. Basic sociological concepts are introduced throughout the course. No prerequisite.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Restrictions:**

### **SOC 255 - SGA:Globalization of Tech**

**Credits:** 3.00

This course explores the role of technology, and media and communications in particular, in understanding the processes of globalization. The global changes that are taking place, and which media and communications both encourage and reflect, require detailed and critical analysis if they are to be understood and managed. In the process of globalization, relationships between media, technology and social change are uncertain, uneven and complex. This course employs an interdisciplinary approach, drawing on the full range of social sciences, in the attempt to understand the implications of changing technologies on the lives of citizens and consumers around the world.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

### **SOC 260 - Cross Cultural Communication**

**Credits:** 3.00

This course uses a sociological viewpoint to examine what happens when people from different cultures come in contact. The course uses a global perspective with case studies and examples drawn from both traditional and modern cultures. Major emphasis will be given to the differences between collective and individualist cultures, and to intercultural processes such as verbal and nonverbal communication, stereotyping, culture shock, conflict and change. Skills for effective intercultural interaction will be introduced and practiced.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

### **SOC 270 - Classical Social Theory**

**Credits:** 3.00

This course will cover the content, presuppositions, and the implications of the body of sociological theory, exemplifying the full range of sociological inquiry. Particular attention is given to the sociological trilogy of Marx, Durkheim, and Weber and their impacts on the origins of sociology as a discipline. Meet pre-requisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Freshman

2nd Semester Freshman

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 280 - Contemporary Soc Theory**

**Credits:** 3.00

This course will cover the content, presuppositions, and implications of contemporary sociological theory. Students will engage in theory construction and analysis, and endeavor to develop inferences associated within the classical authors relevant to contemporary theorists. Students are encouraged to read and discuss a variety of contemporary theorists to develop their particular interests in a substantive area.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Freshman

2nd Semester Freshman

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 285 - Research Methods**

**Credits:** 3.00

This course will study social problems that may accompany globalization. It will also consider a range of social problems and issues by comparing their causes and solutions in different countries. Global inequality, class, race, and gender inequalities will be emphasized. Problems in work, education, the family and health care will be explored, as will crime and deviance, and problems of population and the environment. Learning activities will include individual and group projects, and there will be an emphasis on writing and class presentations.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Sophomore

2nd Semester Sophomore

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 225 Minimum Grade: D or SOC 225 Minimum Grade: D

### **SOC 286 - Globalization Soc Prob**

**Credits:** 3.00

This course will study social problems that may accompany globalization. It will also consider a range of social problems and issues by comparing their causes and solutions in different countries. Global inequality, class, race, and gender inequalities will be emphasized. Problems in work, education, the family and health care will be explored, as will crime and deviance, and problems of population and the environment. Learning activities will include individual and group projects, and there will be an emphasis on writing and class presentations.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

### **SOC 288 - Social Ident & Globalization**

**Credits:** 3.00

As information technology proliferates, the farthest reaches of the earth are drawn closer to each other; indeed, societies around the globe are increasingly interconnected. A consequence of this that the larger world is having an ever more profound affect on 'our' own life experiences. Just as American Culture is spreading itself around the world, other societies, too, have an impact on 'us'. Differences and Identity will examine representations of 'other' cultures and of 'other' identities, through American popular (including films, TV, newspapers, news stories, and so on), so as to engender a critical appreciation of stereotyping processes. The course will also examine 'alternative' images of the world, produced and circulated elsewhere, which show different cultures and identities in a new light.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

### **SOC 300 - Sociology Internship**

**Credits:** 1.00 to 15.00

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to learn experientially. This will provide them an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of working within a community setting. Meet restriction requirement or consent of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

Psychology /Social Relations

Sociology

Sociology Minor

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **SOC 305 - Special Topics Seminar**

**Credits:** 3.00

An advanced course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 310 - Pop, Society and Culture**

**Credits:** 3.00

The goal of this course is to introduce students to the science of population, demography. The course will include formal demography, which studies births, deaths, and migration. It also examines population structures and characteristics such as size, distribution, age, gender, and changes in these structures. In addition, this course will examine how population has impacted various aspects of society and culture. Specifically, it explores the radical change in the status of women and family, aging, the rise of terrorism, the growing degradation of the environment, and globalization.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Restrictions: Pre-requisites:**

### **SOC 320 - Community Organization**

**Credits:** 3.00

This course will focus on community organization and the theories social scientists use in examining community change. Students will be introduced to the structural mechanisms that influence individuals within communities and patterns of interaction that exist between organizations within different community forms. The structural mechanisms to be examined range from local economic organization to national political structures. Community case studies are used extensively. Meet pre-requisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:**

### **SOC 350 - Deviance**

**Credits:** 3.00

Using psychological and sociological perspectives, the course broadly examines behaviors that deviate from what is considered "normal" or typical. Deviant behaviors to be studied include mental illness, crime, suicide, and sexual deviance. Third-year status or consent of instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** PSY 105 Minimum Grade: D and SOC 150 Minimum Grade: D

### **SOC 355 - Medical Sociology**

**Credits:** 3.00

An ecosystem model of health is introduced and used to explore social and cultural factors involved in health, disease, and health care in both developed and developing nations. Illustrative topics to which the model is applied include infant mortality rates in the Third World and among the poor in the U.S., traditional and scientific medicine, chronic diseases in the developed nations, health of minorities in the U.S., and comparisons of health care systems in various modern societies. Meet restriction requirement or permission of the instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 370 - Appl Field Method in Sociology**

**Credits:** 3.00

This course will cover systematic investigation of each step of the design and implementation process of sociological research in the field including qualitative and quantitative approaches. Selected techniques of data collection and analysis are pursued including statistical methods. Training for participant observation in the manner of anthropology or Chicago style sociology will also be studied. Students will write and discuss field notes and become familiar with caste studies, content analysis, and relevant issues. Field notes will be a basis for individual research paper. Meet pre-requisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** ( SOC 150 Minimum Grade: D or SOC 225 Minimum Grade: D ) and ( SOC 285 Minimum Grade: D or PSY 285 Minimum Grade: D )

### **SOC 400 - Sociology Internship**

**Credits:** 1.00 to 15.00

The internship is designed for advanced students to actively participate in the community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to continue to allow the student an opportunity to learn experientially while also gaining great professional proficiency in an area. This will provide them with another opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include local schools, juvenile centers police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of working within a community setting. Meet restriction requirement or consent of instructor and the completion of prerequisite.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

Psychology /Social Relations

Sociology

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

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

**Pre-requisites:** SOC 300 Minimum Grade: D or PSY 300 Minimum Grade: D

### **SOC 401 - Sociology Internship**

**Credits:** 1.00 to 15.00

The internship is designed for advanced students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to continue to allow the student an opportunity to learn experientially while also gaining great professional proficiency in an area. This will provide them with another opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of working within a community setting. Meet restriction requirement or consent of the instructor required and the completion of prerequisites.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

Psychology /Social Relations

Sociology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 400 Minimum Grade: D

### **SOC 405 - Special Topics Seminar**

**Credits:** 3.00

An advanced course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 450 - Social Theory**

**Credits:** 3.00

This course examines classical and contemporary social theories and their applications to current social problems. It also provides students with the opportunity to evaluate their own beliefs regarding human nature, society, and social change. In the first half of the course, students will study the theories of Karl Marx, Emile Durkheim, and Max Weber. A variety of contemporary social perspectives will then be examined including rational choice, exchange, feminist, and existential theories. The students will be expected to apply the theories to intervention strategies at the national, state/regional, and local levels. Third-year status, or permission of the instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 460 - Social Policy and Planning**

**Credits:** 3.00

This course will focus on how policy is developed within communities, states and nations. Students will have an opportunity through case studies to follow local and state bills as they move from idea to actual practice. The process by which social norms become legalized will be examined in relation to public consensus as to what problems need to be addressed within society. An historical perspective will be used to enable students to evaluate changes in values within a community, state or nation as it moves to address social issues. Special attention will be given to policy issues that deal with social welfare, housing, health and mental health. Fourth-year status or permission of instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SOC 150 Minimum Grade: D

### **SOC 480 - The Family**

**Credits:** 3.00

This course will explore the family as it relates both to its own members and to society at large. Emphasis will be placed on various functions/concepts related to the family: role differentiations, role assignment, childbearing and child rearing, sibling relationships, parenting, cross-cultural differences, etc. Particular attention will be given to the role that the family plays in the development of the young child. Meet pre-requisite or permission of instructor.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**Pre-requisites:** SOC 150 Minimum Grade: D

**SOC 491 - Appl Social Exp I:Study Abroad**

**Credits:** 9.00 to 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE is a 16 credit internship. These credits will be for the student's participation in a study abroad program that will be approved by the ASE coordinator.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**SOC 492 - App Social Expll:Salt Institut**

**Credits:** 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE is a 16 credit internship. These credits will be for the student's participation in the Salt Institute. This internship will be approved by the ASE coordinator.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**SOC 493 - App Social Expll:Internship**

**Credits:** 9.00 to 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-16 credits. These credits will be for the student's participation in an Internship. This experience will be approved by the ASE coordinator.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

**SOC 494 - App Soc ExplV:Capstone Thesis**

**Credits:** 6.00 to 16.00

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-16 credits. These credits will be for the student's completion of a research- based capstone thesis. This experience will be approved by ASE coordinator.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Sociology

<b>Spanish</b>
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**SPA 101 - Basic Spanish I**

**Credits:** 3.00

The primary aim of this course is to achieve a functional command of the Spanish language. Emphasis is on the speaking of the language and on an introduction to the grammar. Some Spanish and Hispanic cultural elements are also included. For students with little or no knowledge of Spanish. It is not open to students with one, two or more years of high school Spanish or one year of college Spanish.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

**SPA 102 - Basic Spanish II**

**Credits:** 3.00

This course is a continuation of SPA 101. The primary aim of this course is to achieve a functional command of the Spanish language. Emphasis is on the speaking of the language and on an introduction to the grammar. Some Spanish and Hispanic cultural elements are also included. For students with little or no knowledge of Spanish. It is not open to students with two or more years of high school Spanish or one year of college Spanish.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Pre-requisites:** SPA 101 Minimum Grade: D

**SPA 211 - Intermediate Spanish I**

**Credits:** 3.00

This course is designed for students with a basic knowledge of Spanish who wish to improve their mastery of the language. Emphasis is placed on the development of oral skills in a supportive classroom atmosphere. Activities include the reading and discussion of cultural and literary selections and the writing of simple compositions. Open to students with 1 year of college Spanish or 2 years of high school Spanish.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Pre-requisites:** SPA 102 Minimum Grade: C-

**SPA 212 - Intermediate Spanish II**

**Credits:** 3.00

This course is a continuation of SPA 211. The primary aim of this course is to improve students' mastery of the language. Emphasis is placed on the development of oral skills in a supportive classroom atmosphere. Activities include the reading and discussion of cultural and literary selections and the writing of simple compositions. Open to students with 1 year of college Spanish or 3 years of high school Spanish.

**College:** College of Arts & Sciences  
**Division:** Undergraduate  
**Department:** English  
**Pre-requisites:** SPA 211 Minimum Grade: D

## Speech

### SPC 100 - Effective Public Speaking

**Credits:** 3.00

Students practice effective speech techniques and deliveries by speaking on a variety of subjects after correct preparation or in extemporaneous assignments. Activities are designed to promote confidence and ability in expressing oneself before others, formally and informally, in a variety of situations.

**Lecture:** 3.00

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** English

**Restrictions:**

## Sport Management

### SPT 101 - Exercise & Sport Performance

**Credits:** 3.00

This course provides an extensive overview of sport and society from both a sociological and historical perspective. Students explore philosophy as it relates to the value of sport (outcomes management) and the formulation of personal & professional goals (careers and professions-life's work). Current and future issues and trends are examined. Students consider selected topics and develop theories and establish strategies, anticipating how these issues will impact sport and society in the future.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### SPT 120 - Personal Health & Wellness

**Credits:** 3.00

This course introduces lifetime personal development, health and wellness concepts and applications. Students are introduced to five components of wellness: emotional health, social health, spiritual health, mental health, and physical fitness. Specific topics include: cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexually transmitted disease, substance abuse, and exercise. Activities include the development and implementation of a personal wellness program.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### SPT 160 - Intro to Sport Management

**Credits:** 3.00

This course will introduce students to the fundamental aspects of Sport Management, with a concentration on the history of sport, sport governance sport organizations and education, and the impact of sport on economics. A primary focus of this course is to have students recognize the influence of successful sport management on the basic quality of the sport experience and its value in society.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

### SPT 202 - Economics and Sport

**Credits:** 3.00

This introductory course in economics and sport will survey the essentials of macro and micro economic principles and delineate between the two. Special attention will be given to the economics impact in the area of sport. Economics topics include: what is economics, scarcity of resources, concepts of competitive strategy (supply and demand), economics impact principles, consumer intervention the business cycle, aggregate supply and demand, fiscal and monetary policy, money, and banking. Sport specific topics include: the growth of the sport industry in the 20th century; economic theory applied to sport manufacturing and service industries; economics theory applied to intercollegiate sports, professional sports, and stadiums/arenas; and economics perspectives in labor relations in professional sports.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions: Pre-requisites:** SPT 101 Minimum Grade: C and SPT 160 Minimum Grade: C

### SPT 305 - Sociology of Sports

**Credits:** 3.00

Using a sociological perspective, sports will be examined as a social phenomenon as it relates to family, education, law, politics, mass media, class, socioeconomic status, race, gender, age, collective behavior, and social movement, and international perspective.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 101 Minimum Grade: C

### SPT 325 - Sport Marketing

**Credits:** 3.00

This course introduces the student to marketing applications in the sport industry and in leisure service organizations. Topics

include: the unique aspect of sport and leisure service marketing, the economic feasibility study, data collection, market segmentation, competitive analysis, consumer behavior, the marketing mix, public relations, sponsorships, media promotions, and the marketing plan.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

### **SPT 340 - Athletic & Sports Admin**

**Credits:** 3.00

This course focuses on programming and facility management in Recreation and Sport. Topics include: coordination, development, implementation, and evaluation of programs and facilities for recreation, fitness, and sports in schools, community, intercollegiate, and professional settings. Skills development includes implementing programs, policy development, budgeting, and personnel and equipment management.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions: Pre-requisites:** SPT 325 Minimum Grade: C

### **SPT 345 - Sports Psychology**

**Credits:** 3.00

This course is intended to investigate the science of sport psychology from its theoretical foundation to its practical application. The perspectives of the course range from the study of individual differences and sport behavior to the impact of social influences and group dynamic on sport. Specific topics include: psychological variables; personality and individual differences in athletes; skill acquisition; and an examination of the role of exercise and sport across the life span. Cross-listed with PSY 345.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Pre-requisites:** SPT 101 Minimum Grade: C or PSY 105 Minimum Grade: D

### **SPT 360 - Leadership**

**Credits:** 3.00

This course focuses on the importance of leadership in today's teams and organizations, and addresses the development of leadership skills. Course components include: self-assessment of leadership, leadership theory and research, and leadership development. Strong connections are made between effective management and effective leadership.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

**Restrictions: Pre-requisites:** SPT 340 Minimum Grade: C or BUMG 301 Minimum Grade: C

### **SPT 370 - Law and Ethics in Sport Mgt**

**Credits:** 3.00

This course explores the ever-changing organizational, ethical, and legal issues of sport management, examining them from both the theoretical and practical perspectives. Issues are examined from the viewpoints of sport management professionals and other stakeholders in sport. Case studies and research are used to assist students in developing a personal philosophy to deal with ethical issues, and to provide them with an understanding of the legal and organizational challenges facing those individuals who are working in sport management settings. Fourth-year standing or permission of the instructor required.

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** BUMG 325 Minimum Grade: D

### **SPT 395 - Sport Management Internship**

**Credits:** 1.00 to 3.00

The internship affords the student a part-time experience in the practical environment of an organization within the broader field of sport management. The internship is developed in consultation with the faculty advisor and occurs during the student's third year. It is the student's responsibility to arrange the job placement with an appropriate organization, with the Fieldwork Coordinator's assistance. The student prepares a learning/work plan for approval of the ESP Fieldwork Coordinator and on-site supervisor. Evaluations are made by the on-site supervisor and the Fieldwork Coordinator, both of whom will share oversight responsibility. Third-year in good standing (see SMG GPA requirements).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

Sport Management

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

1st Semester Junior

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** SPT 160 Minimum Grade: C

### **SPT 401 - Seminar in Sport Management**

**Credits:** 3.00

This course has been designed to serve as the capstone academic experience for the sport management program. Students will spend the semester discussing and reacting to current trends, issues, and challenges in sport management. A case study approach will allow students to utilize critical thinking and problem-solving techniques and, personal and pre-professional

experiences to make decisions. Sport driven topics will span the breadth of the discipline and will include: behavioral dimensions, management and organizational skills, ethics, marketing, communication, finance, economics, legal aspects, facility development, public relations, risk management, fundraising, philosophy, and leadership. (see GPA requirements for all SMG GPA majors).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

Sport Management

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

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

### **SPT 420 - Research Methods**

**Credits:** 3.00

This course develops competencies needed to analyze, critique, and evaluate research in the areas of exercise, health, sports medicine, health promotion, and general management. Students gain an understanding of research techniques, literature review, hypothesis construction, research design and data analysis. Exploration of related literature and practice of research process enables students to understand the interrelationship between scientific investigation and practical application. Fourth-year in good standing (see GPA requirements for all ESP majors).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

2nd Semester Junior

1st Semester Senior

2nd Semester Senior

**Pre-requisites:** MAT 120 Minimum Grade: D or MAT 150 Minimum Grade: D

### **SPT 495 - Sport Management Internship**

**Credits:** 3.00 to 12.00

The internship affords the student an advanced experience in the practical environment of an organization within the broader field of sport management. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with an appropriate organization, with the Fieldwork Coordinator's assistance. The student prepares a learning/work plan for approval of the ESP Fieldwork Coordinator and on-site supervisor. Evaluations are made by the on-site supervisor and the Fieldwork Coordinator, both of whom will share oversight responsibility. Fourth-year in good standing (see SMG GPA requirements).

**College:** College of Arts & Sciences

**Division:** Undergraduate

**Department:** Exercise & Sport Performance

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

Sport Management

**Pre-requisites:** SPT 395 Minimum Grade: C

## **Social Work**

### **SSW 500 - Community Partnerships**

**Credits:** 3.00

This class will focus on relationship building and partnership formation in the context of community practice. Community partnerships hold the potential for individuals and groups to jointly identify priorities and work towards social change. An empowerment orientation guides this course with a focus upon community capacity building. We will begin by developing a critical understanding of such key concepts as community, participation and empowerment. We will then examine 1) how social work has historically been engaged in working with communities, 2) different community organizing and development models, 3) core values and skills for working with communities, and 4) other strategies for advocating for social change. These strategies will include building coalitions, facilitating intergroup dialogue, navigating the political arena, developing resources, working with the media, and engaging in participatory research efforts. The content will be enlivened through the use of case examples as well as opportunities to learn about and participate in local community partnerships. The course is structured for both students interested in the IFG and OCP concentrations. As will be discussed, the ability to effectively engage in partnership building is a valuable skill for virtually all social work positions that involve a commitment to create change.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

Non-Matriculated Social Work

### **SSW 501 - Human Behavior/Social Env I**

**Credits:** 3.00

Social work must create a critical understanding of the "person-in-environment" relationship as a theory for practice. This two semester course concentrates attention on human dignity, individual and cultural diversity, and people's strengths and resilience. Narrative voices of oppressed people are presented along with multiple theories of human development, identity formation, family and community life. Self-In-Relation as a theory of human development is contrasted with normative theories. Critical examination is presented of gender roles, family-based sexual identity, and social context as these factors influence social work assumptions, discourse, and practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

Non-Matriculated Social Work  
Social Work Conditional

### **SSW 502 - Human Behavior/Social Env II**

**Credits:** 3.00

Social work must create a critical understanding of the "person-in-environment" relationship as a theory for practice. This two semester course concentrates attention on human dignity, individual and cultural diversity, and people's strengths and resilience. Narrative voices of oppressed people are presented along with multiple theories of human development, identity formation, family and community life. Self-In-Relation as a theory of human development is contrasted with normative theories. Critical examination is presented of gender roles, family-based sexual identity, and social context as these factors influence social work assumptions, discourse, and practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

Non-Matriculated Social Work

**Pre-requisites:** SSW 501 Minimum Grade: C

### **SSW 503 - Social Work Research I**

**Credits:** 3.00

Social workers must be active learners, able to both produce and consume knowledge related to our professional roles and to clients' welfare. These courses take students through various concepts of knowledge and knowing - of inquiry and its structures and guidelines. Students are introduced to basic computer operations, learning fundamental methods for organizing and analyzing data. Students then move on to study basic research design and methodology as well as conduct their own research. SSW 501 may be taken concurrently.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

Non-Matriculated Social Work

**Pre-requisites:** SSW 501 Minimum Grade: C

### **SSW 504 - Social Work Research II**

**Credits:** 3.00

Social workers must be active learners, able to both produce and consume knowledge related to our professional roles and to clients' welfare. These courses take students through various concepts of knowledge and knowing - of inquiry and its structures and guidelines. Students are introduced to basic computer operations, learning fundamental methods for organizing and analyzing data. Students then move on to study basic research design and methodology as well as conduct their own research.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

Non-Matriculated Social Work

**Pre-requisites:** SSW 503 Minimum Grade: C

### **SSW 505 - Soc Welfare Policy & Prog I**

**Credits:** 3.00

The historical development of social policy, social programs, and the social work profession in the United States is examined from a critical perspective. The development and implementation of social programs and their interaction with social movements and the profession's role in each are explored. The impact of social policy and programs in relation to devalued and oppressed groups is examined.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

Non-Matriculated Social Work

Social Work Conditional

### **SSW 506 - Soc Welfare Policy & Prog II**

**Credits:** 3.00

The historical development of social policy, social programs, and the social work profession in the United States is examined from a critical perspective. The development and implementation of social programs and their interaction with social movements and the profession's role in each are explored. The impact of social policy and programs in relation to devalued and oppressed groups is examined.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

Non-Matriculated Social Work

**Pre-requisites:** SSW 505 Minimum Grade: C

### **SSW 510 - Social Work Practice I**

**Credits:** 3.00

Introduces students to the values, ethics, and fundamental practice of the social work profession. Skill development across multiple system levels, or generalist practice, develops through readings, role plays, and active discussion. Focus is given to direct service with individuals, couples and families, and to work with organizations and communities. A "Strengths

Perspective" permeates skill development along with commitment to the principle of client empowerment. Various phases of the helping process are developed and critically assessed. Theories of practice undergird skill development at every level. SSW 503 may be taken concurrently.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Co-requisites:** SSW 520

**Pre-requisites:** SSW 501 Minimum Grade: C and SSW 503 Minimum Grade: C and SSW 505 Minimum Grade: C

### **SSW 511 - Social Work Practice II**

**Credits:** 3.00

Introduces students to the values, ethics, and fundamental practice of the social work profession. Skill development across multiple system levels, or generalist practice, develops through readings, role plays, and active discussion. Focus is given to direct service with individuals, couples and families, and to work with organizations and communities. A "Strengths Perspective" permeates skill development along with commitment to the principle of client empowerment. Various phases of the helping process are developed and critically assessed. Theories of practice undergird skill development at every level.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Co-requisites:** SSW 522

**Pre-requisites:** SSW 510 Minimum Grade: C

### **SSW 515 - Integrat Micro Macro Framework**

**Credits:** 2.50

This course serves as an introduction to understanding the impact of material disadvantage, social exclusion (racism, sexism...), adverse childhood experiences, and psychosocial development on the lives of individuals and families. The effects of inequity on human development will be examined through the lens of lifecourse (or cumulative impact) theory and research, as well as those theories that promote and explain human resilience. Course content will cover the application of these perspectives to social work practice at the micro and macro levels. This course is restricted to Advanced Standing students.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

### **SSW 520 - Field Pract I/Integrat Seminar**

**Credits:** 4.00

Field work concentrates skill development in agency or other professionally appropriate social work settings supervised by experienced, social work professionals. Integrating Seminars bring students together in small groups with a faculty member at the School to explore issues from the field and the integration of classroom material with field learning. Social work values and ethics, engaging clients in positive relationships, dealing with agency structures and demands, and being able to make optimal use of supervision are discussed.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Co-requisites:** SSW 510

### **SSW 522 - Field Pract II/Integr Seminar**

**Credits:** 4.00

Field work concentrates skill development in agency or other professionally appropriate social work settings supervised by experienced, social work professionals. Integrating Seminars bring students together in small groups with a faculty member at the School to explore issues from the field and the integration of classroom material with field learning. Social work values and ethics, engaging clients in positive relationships, dealing with agency structures and demands, and being able to make optimal use of supervision are discussed.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Co-requisites:** SSW 511

**Pre-requisites:** SSW 520 Minimum Grade: P

### **SSW 524 - Blck Found Field/Ingret Semina**

**Credits:** 8.00

Field work concentrates skill development in agency or other professionally appropriate social work settings supervised by experienced social work professionals. This course is not an option for fulltime incoming students.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Pre-requisites:** SSW 510 Minimum Grade: C and SSW 511 Minimum Grade: C

### **SSW 525 - Intro to Advanced Practice**

**Credits:** 2.50

Introduction to Advanced Practice (IAP) is an intensive summer course which builds on the foundation practice knowledge that Advanced Standing students bring to Master's level education. IAP is intended to solidify and strengthen students' knowledge, values, and skills and serve as a bridge to second year courses. IAP integrates a strengths-based orientation to social work and reflects a strong commitment to ethical practice and the values of human dignity, cultural diversity, self-determination, and social justice. This course provides students with an opportunity to engage in critical examination of issues that impact the profession of social work. The course focuses on developing students' abilities to research, examine and critically evaluate a variety of issues, from a personal perspective that is ethical and consistent with the students' values and beliefs. This course is restricted to Advanced Standing students.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 552 - Indiv, Family & Group Pract I**

**Credits:** 3.00

These courses focus on the theoretical underpinnings, models and methods of assessing and intervening in a range of individual, family, and group situations. The courses emphasize clients' strengths, resources and creativity as bases for building professional relationships. Practice is examined through a lens which considers abuse and oppression as primary forces in the lives of individuals, families, and groups with whom social workers interact. Family-centered social work, self-in-relation and other feminist perspectives, solution-oriented social work, social constructionism and narrative therapy are among the models studied. In the second semester, trauma theory and practice are the focus of attention. Each practice approach is examined in relation to its understanding of and respect for human dignity and diversity, self-determination, and social justice. Reflective practice, emphasizing the student's integration of values, concepts and skills in practice, characterizes the two courses.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Co-requisites:**

**Pre-requisites:** SSW 522 Minimum Grade: P or SSW 524 Minimum Grade: P or SSW 525 Minimum Grade: C

### **SSW 553 - Indiv, Family & Group Pract II**

**Credits:** 3.00

These courses focus on the theoretical underpinnings, models and methods of assessing and intervening in a range of individual, family, and group situations. The courses emphasize clients' strengths, resources and creativity as bases for building professional relationships. Practice is examined through a lens which considers abuse and oppression as primary forces in the lives of individuals, families, and groups with whom social workers interact. Family-centered social work, self-in-relation and other feminist perspectives, solution-oriented social work, social constructionism and narrative therapy are among the models studied. In the second semester, trauma theory and practice are the focus of attention. Each practice approach is examined in relation to its understanding of and respect for human dignity and diversity, self-determination, and social justice. Reflective practice, emphasizing the student's integration of values, concepts and skills in practice, characterizes the two courses.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Co-requisites:**

**Pre-requisites:** SSW 552 Minimum Grade: C

### **SSW 564 - Prog Dev & Community Practice**

**Credits:** 3.00

This course builds upon the foundation year and introduces students to the changing context of community and inter-organizational linkages across human service systems. Major content focuses on community and organizational needs assessment, community building, understanding and working in multi-system service environments. Client empowerment, collaborative relationship building across various system levels, including coalition building, and across problem areas and settings are emphasized.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Co-requisites:**

**Pre-requisites:** SSW 522 Minimum Grade: P or SSW 524 Minimum Grade: P or SSW 525 Minimum Grade: C

### **SSW 565 - Administration and Supervision**

**Credits:** 3.00

The second semester course is concerned with roles and functions of social workers in various administrative and supervisory capacities, and how the work of the human service program is done through the efforts of its staff. Students gain an understanding of the financial management process, human resource issues, board leadership development, and task group leadership

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Co-requisites:**

**Pre-requisites:** SSW 564 Minimum Grade: C

**SSW 571 - Social Work Practice w/Groups****Credits:** 3.00

This course is designed to provide an in-depth knowledge of group theory and practice in a variety of settings and for a range of clinical and administrative purposes. (Cross-listed with ACP 540 and GER 571)

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):

Master of Social Work

**Pre-requisites:** SSW 510 Minimum Grade: C and SSW 511 Minimum Grade: C**SSW 575 - Basic Grantwriting****Credits:** 3.00

This course serves as a concentrated graduate elective in the study of grant research and proposal writing. It is designed as an intensive hands on approach which allows the student to develop an appreciation for vocabulary, an awareness of the concepts and practices within the field, and an opportunity to practice the requisite skills in obtaining funds from outside sources.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):

Master of Social Work

**SSW 580 - Field Pract III/Intreg Seminar****Credits:** 4.00

Provides students with a variety of social agency or program settings for field internships under the supervision of skilled practitioners. The focus of practice is the development of advanced skills in work with individuals, couples or families, groups, organizations or communities.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):

Master of Social Work

**Pre-requisites:** SSW 552 Minimum Grade: C or SSW 564 Minimum Grade: C**SSW 582 - Field Pract IV/Intreg Seminar****Credits:** 4.00

Provides students with a variety of social agency or program settings for field internships under the supervision of skilled practitioners. The focus of practice is the development of advanced skills in work with individuals, couples or families, groups, organizations or communities.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):

Master of Social Work

**Pre-requisites:** SSW 580 Minimum Grade: P**SSW 584 - Blck Adv Field/Integr Seminar****Credits:** 8.00

Provides students with a variety of social agency or program settings for field internships under the supervision of skilled practitioners. The focus of practice is the development of advanced skills in work with individuals, couples or families, groups, organizations or communities.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):

Master of Social Work

Non-Matriculated Social Work

**Pre-requisites:** ( SSW 552 Minimum Grade: C and SSW 553 Minimum Grade: C ) or ( SSW 564 Minimum Grade: C and SSW 565 Minimum Grade: C ) and SSW 571 Minimum Grade: C**SSW 585 - Substance Abuse****Credits:** 3.00

History of drug use in the U.S., trends in treatment of drug abuse, models of addiction, basic addiction approaches, and sociocultural perspectives on addiction are presented. Interventions and levels of treatment, environmental influences of substance abuse, and gender differences in treatment and recovery are discussed. Expectations for addictions recovery are explored. Current addictions policies and services are critiqued. (Cross- listed with ACP 510)

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):

Master of Social Work

**SSW 592 - Self Theories & Psychotherapy****Credits:** 3.00

The course is designed to introduce students to insight-oriented, psychodynamic psychotherapy (POP). The "self" theories, i.e. American and British schools of object relations theory, self psychology and cognitive therapy theory, inform POP. The course will trace the evolution of narcissism, depression, and anxiety, and the relation to psychotherapeutic practice. Concepts of "self," and how it informs the therapist's "use of self," will be explored.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 594 - Collab, Leadership&Prof Ident**

**Credits:** 3.00

This course is designed to promote the development and functioning of effective interdisciplinary teams in diverse practice settings. Course content will emphasize proven strategies for improving communication, enhancing cross-disciplinary collaboration, facilitating effective teamwork, and identifying and developing leadership skills. There will also be material on how to develop and clarify one's professional identity, including roles, responsibilities, and self care strategies.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 597 - Adv Psychosocial Assessment**

**Credits:** 3.00

APA provides students advanced knowledge and skills in the assessment of client concerns. Skills of recognizing and using assessment interviewing as intervention are explored and developed. Students examine problem definition; relationship between diagnosis and assessment; collaborative assessment processes; identifying personal, social, and organizational resources; historical assessment; cultural competency; contextual assessment skills; and the relationship between assessment and intervention. (Cross-listed with ACP 550)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 598 - Counsel. Elders & Families**

**Credits:** 3.00

This summer intensive course covers individual and group practice techniques for counseling older adults and their families. Using a strengths perspective, assessment and treatment techniques used to address issues such as later life depression, substance abuse, a diagnosis of Alzheimer's Disease and anxiety will be covered as well as ways to empower elders through the use of support groups. Types of case management with elders and an overview and methods of accessing geriatric health and long term care resources are also covered. This course is offered one day per week for seven consecutive weeks. (Cross-listed with GER 520)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 601 - Independent Study**

**Credits:** 1.00 to 5.00

Students may propose independent studies for 1, 2, or 3 credits by consulting with a sponsoring faculty member and submitting a proposal. This proposal must include a course description, learning objectives, and demonstration of outcomes. The proposed course must not duplicate another course offered in the curriculum, and requires the approval of the Director of the School and the Dean of the College.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 602 - Hum Sexuality & Soc Work Prac.**

**Credits:** 3.00

This course examines the social roots of heterosexism and the social construction of difference with respect to sexual orientation. The course enables students to develop and practice skills to join sexual minority clients in challenging the barriers imposed by heterosexism and prejudice against those who are "different". A critical assessment of historical and current theories regarding "normal" human development and "mental health" is included. A major focus is critical examination of social work's historical and current practice with sexual minorities and current social policy issues relevant to sexual minorities. Along with the goal of developing a respectful standpoint towards sexual minorities is the development of skills for organizational and community practice, social policy and direct practice skills for working with members of sexual minorities.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 604 - Comparative Clinical Theories**

**Credits:** 3.00

The course is designed to introduce students to a range of clinical theories, to the evolution of those theories, and to the essential relationship of each to the other. The course will trace aspects of the evolution of drive, ego, object, and self from Freud to contemporary theorists, including cognitive, behavioral, and family systems. The course will explore how the environment is central to clinical theory and practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 605 - Soc Determin of Health**

**Credits:** 3.00

This course will expose, explore and examine disparities in health and health care. These two interests are related, but not the same. Resolution of disparities in health insurance and access to adequate and culturally appropriate health care, while vitally important and necessary, cannot resolve the disparity in health. New models are needed and the foundations for them will be explored.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 606 - Solution Focused Practice**

**Credits:** 3.00

While this model was originally developed as a form of brief therapy, the course will emphasize the solution-orientation as a more broadly applied approach to social work practice. Students will be able to explore and develop knowledge and skills in both theoretical understanding and practical skills of doing solution-oriented social work. The course emphasizes skill development through experiential learning and case presentations.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 607 - Soc Wk Prac w/Sex. Minorities**

**Credits:** 3.00

This course explores the multiple relationships between human sexuality and social work practice. The focus is on critical examination of the dominant discourse about sex, gender and sexual orientation and its relation to social work practice. Students develop skills to sensitively and effectively address both client concerns about sexuality and social policies as they relate to sex, gender and sexual orientation.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 608 - Grant Research & Pro Writing**

**Credits:** 3.00

This course discusses the concepts and practices of the discipline of grant research and proposal writing; the techniques and strategies of grant research and proposal writing and tracking of proposals once submitted, and follow up on submitted proposals. We will also explore the types of financial assistance available to agencies and individuals. Using the Internet and relevant published materials as well as lecture and discussion, students will develop the skills to develop and submit grant proposals.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 609 - Social Work w/People of Color**

**Credits:** 3.00

This is a practice class that will help the student explore the following areas: 1. Cultural competency as a systemic theoretical orientation. 2. Historical perspectives on the experience of people of color including: African American, Native American, Asian American and Latino American, multi-racial and immigrant communities. 3. Political perspectives on the experience of people of color. 4. Unique characteristics of the value systems of people of color. 5. Communication barriers that may hinder communication between people of color and white people. 6. Strategies for providing effective culturally sensitive practice with people of color. 7. Understanding and eliminating white racism. 8. Racial Identity theory.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 610 - Social Work in Political Arena**

**Credits:** 3.00

This course examines the political environment of the policy process through several sets of lenses. We will examine the motives of actors, institutional constraints and how these politics are altered at different stages of the policy process. This is not an examination of any single stage or actor in the policy process, but rather it is a calculated effort to provide you with an understanding of the critical issues involved in policy making.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

**SSW 611 - Domestic Violence****Credits:** 3.00

This course will examine policy, varying service delivery systems, funding and the role of social workers in the areas of partner abuse, child abuse and elder abuse. This course will help students understand the context in which domestic violence practice occurs. The course will also focus on the role of the social worker in assessing for domestic violence with their clients.

Culturally sensitive practice issues will be discussed and their impact on individuals seeking services. The course will also focus on developing student's abilities in assessment and intervention techniques with both survivors and individuals that batter. The course focuses on developing students' abilities to identify and explore ethical issues in domestic violence practice.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work**SSW 613 - Adv Trauma Based Practice****Credits:** 3.00

This course explores working with survivors in a trauma based practice which validates the experience, respects the survivor, and helps her/him to become empowered. An examination of personal beliefs and definitions of trauma will serve as a first step toward the study of advanced trauma based practice. Using Trauma Theory as a foundation, students will learn practice methods and approaches that may be helpful in working with survivors. Case presentations will allow students the opportunity to discuss alternative practice approaches, understand the trauma survivor's experience, and support & critique peers.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work**Pre-requisites:** SSW 511 Minimum Grade: C**SSW 615 - Contemporary Controversies****Credits:** 3.00

This seminar provides an opportunity for students to engage in critical examination of controversial issues that impact the profession of social work today. The course focuses on developing students' abilities to research, examine and critically evaluate a variety of positions on controversial issues and to develop and defend, both verbally and in writing, a personal position that is ethical and consistent with the student's values and beliefs. Course content will be determined to a large extent by issues of interest to students in the class. Issues to be examined will also include controversial issues of interest to the instructor and other faculty members, who will present on controversial issues relevant to their own practice and research interests. Controversial Issues in social policy, social welfare policy, multicultural practice, child welfare, social work ethics and professional practice may all be addressed.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work**Pre-requisites:** SSW 511 Minimum Grade: C**SSW 618 - Homelessness and Social Work****Credits:** 3.00

Homelessness and Social Work: Voices from the Street. This course is aimed at increasing student awareness of contemporary social welfare policies, programs and practice issues relevant to providing social work services to homeless and other poor people. The homeless experience is examined in the context of societal oppression and political resistance.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work**SSW 620 - Spiritual Dimension Soc Work****Credits:** 3.00

The social work profession has historically crafted its approach to service within the context of a holistic perspective, viewing each individual as whole, not broken, honoring all aspects of the individual (physical, psychological, social, spiritual), and supporting that individual's strengths to promote healing with the understanding that one person's healing heals the whole community and vice versa. These concepts are inherent in many spiritual traditions and can be brought into the practice of social work as an integral aspect of service on both the micro and macro levels. This course will explore the integration of spirituality, spiritual practice, and religious beliefs with the knowledge and value base of social work practice. This course will explore some of the latest thinking on the value of spiritual beliefs and practices in the clinical setting and how social workers can integrate a spiritually sensitive focus into treatment while honoring the spiritual and cultural diversity of clients' belief systems.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work**Pre-requisites:** SSW 511 Minimum Grade: C**SSW 622 - Child Welfare Policy&Practice****Credits:** 3.00

This course focuses on the relationship between social and social welfare policies and practice with children and adolescents. It provides an overview and evaluation of child welfare services and the health and mental health systems. The impacts of these systems on children and adolescents of diverse social and cultural groups, including poor children, children with disabilities, members of racial and ethnic minorities and gay and lesbian youth, are explored. Current and potential roles of social workers and the social work profession in challenging oppression and promoting empowerment within these systems are addressed. The

relationship between the oppression of children and adolescents and physical and sexual abuse and neglect are examined. Social problems which impact children and adolescents, such as homelessness, substance abuse, and sexuality, are also be explored from the perspectives of policy and practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 623 - Advanced Practice Seminar**

**Credits:** 3.00

This course is designed to provide students with the opportunity to explore field issues and how they interact with classroom learning. Students engage in group problem solving strategies in resolving individual, family, and groups or organizational/community practice issues.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 624 - Legal & Ethical Issues**

**Credits:** 3.00

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court. (Cross-listed with ACP 555 and GER 560)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 625 - Addictions Counsel/Family Dyn**

**Credits:** 3.00

Addictions and family dynamics are examined, with an emphasis on family systems theory and treatment models. Various theories are presented as models for understanding the process clients experience in family treatment. (Cross- listed with ACP 530)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 626 - Mental Health Practice**

**Credits:** 3.00

In this course, students examine mental health practice and the contemporary mental health system from a number of critical perspectives, including the point of view of consumers/survivors/ex-patients (c/s/x). The course will compare and contrast current and historical concepts of "mental illness" and the mental health system with current perspectives of physicians, other mental health professionals and c/s/x . A trauma paradigm, which highlights the connections between abuse, violence and "mental illness," will be a primary focus.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 627 - Pharmacology:Drugs & Behavior**

**Credits:** 3.00

This course examines concepts in psycho- pharmacology, neurophysiology, psychoactive drug classification. Physiological, and psycho-logical aspects of psychopharmacological agents used in the treatment of psychiatric disorders are presented. Psychopharmacology with the geriatric population are explored. The parts of the brain affected by alcohol, marijuana, opiates, cocaine, and other street drugs are discussed. (Cross-listed with ACP 520 and GER 627)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 628 - Social Work & Creative Arts**

**Credits:** 3.00

This course relates the application of creative arts, including music, literature, theatre, art, poetry, movement, and dance, to increasing self-awareness, working directly with clients, enhancing social awareness of core social issues, and enhancing civic dialogue. Includes presentations by diverse community artists.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 629 - Policy Analysis**

**Credits:** 3.00

This course examines the political environment of the policy process through several sets of lenses. It examines the motives of actors, institutional constraints and how these politics are altered at different stages of the policy process. It provides students with an understanding of the critical issues involved in policy making, and emphasizes the relationship between the legislative and executive branches of government, and how they interact with each other and the other external players in the policy process - most prominent being interest groups and the media. Many of the examples and theoretical developments presented in this course are drawn from an examination of the federal policy process, which is exclusively connected to the budgeting and resource allocation process.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 633 - Social Work Practice w/ Child**

**Credits:** 3.00

This concentration year elective focuses on the challenges and capacities of children, adolescents, parents and caregivers that come to our attention in clinical social work practice across diverse settings. Students explore and critically analyze a range of theories used to explain child and adolescent development and caregiving structures. Particular attention is given to theories of attachment, caregiving, relationship and neurobiology. Focus is also placed on the social and institutional policies and dominant cultural attitudes that determine the distribution and access to social resources that affect child and family well-being.

Interdisciplinary models of practice, including the development of networks and partnerships between social workers and other child-centered professionals are covered. Methods of building relationships with children, adolescents and caregivers are explored as are specific child-centered techniques including art and play therapy.

**Lecture:** 3.00

**College:** College of Health Professions

**Division:** Social Work

**Department:** School of Social Work

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

Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 635 - Aging & Health**

**Credits:** 3.00

This course is a progressive overview of the field of aging beginning with the history and theories of gerontology and transitioning to the methods providers use with older consumers to maintain wellness and high functional levels in the later years. The latest research on exercise, nutrition and alternative and complementary health care for an aging population is emphasized. (Cross-listed with NSG 333 and GER 525)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

### **SSW 636 - The Aging Experience On-Line**

**Credits:** 3.00

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills.

(Cross-listed with GER 506)

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

### **SSW 640 - Narrative Therapy with Elders**

**Credits:** 3.00

This advance practice course builds on the introduction to narrative therapy provided in Individual, Family, and Group Practice I. The course provides students the opportunity to further develop their knowledge and skills and narrative therapy through work with elders in the context of a unique practice experience. The course will be provided in partnership with an assisted living facility in the area. Students will work one on one and in groups with elders at the facility while learning narrative therapy theory and practice. A closing ceremony will provide further narrative therapy opportunities. Topics to be covered in course include an overview of theories of aging, aging in sociocultural context, review of narrative therapy ideas and theories, narrative practice techniques as applied to elders, ethical issues in practice with elders, and narrative approaches to issues of loss, aging, and dying. SSW 552, Social Work Practice with Individuals, Families and Groups I, or permission of the instructor are prerequisites for this course.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

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

Master of Social Work

**Pre-requisites:** SSW 552 Minimum Grade: C

### **SSW 645 - Supervision/Human Serv Setting**

**Credits:** 3.00

Masters level social workers often supervise staff during their professional careers. This course focuses on preparing and

supporting new and mid-career supervisors in their complex roles within human service settings. We investigate the balance of mentorship and accountability functions present in clinical and human service supervision. Topics include styles of supervision; strength-based coaching strategies; team building and team management skills; common challenges and human resource concepts; productivity and project management; and compassion fatigue. Class encourages an active, learning environment related to the real world of practice expectations.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 655 - IssuesAdv Social Work Practice**

**Credits:** 3.00

Social work practice occurs in a complex community matrix. This course offers a chance to consider three themes that are present in the contemporary community context: spirituality, multi-cultural practice and community-based practice. We will include experiential and didactic components, as well as, dialogue with community representatives to explore the impact of these themes on social work practice.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

**Pre-requisites:** SSW 511 Minimum Grade: C

### **SSW 660 - Prog Dev in Age of Collab/Merg**

**Credits:** 3.00

State and Federal Government, as well as major private foundations, are now placing a premium on the concepts of merger and affiliation within the nonprofit funding arena. This emphasis approaches the momentum of early managed care initiatives. Program development and the continuation of current services will happen within this framework. Students need an understanding of the theory and practice of levels of association in nonprofit management in order to enter this new environment successfully. This course will address the complexity of merger and affiliation, covering policy, community practice, funding strategies and nonprofit management. The course will explore the concept of integrative practice as a possible organizational paradigm for merger and affiliation. True integrated practice goes far beyond merger or affiliation as the field commonly knows them, that is: the mechanics of the business and organizational model. However, the construct of integrated practice may have a role in successful nonprofit associations. The class format will be a combination of presentation and group discussion, guest lecturers, and small work groups. The goal of the class is to allow students theoretical and practical mastery of program development within this evolving mandate.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 670 - Death and Dying**

**Credits:** 3.00

An interdisciplinary course on death and dying, we will explore the death system, funerals, economic considerations of death, care of the dying and the bereaved of all ages, psychological dynamics dealing with the death, and ultimate questions in relationship to death and bereavement. The course will examine the basic principles of palliative care, bereavement and grief in all age groups, suicide and grief, issues around refugee and immigrant experience with death, various philosophical and religious understandings of death, meaning of life, ethical issues related to the care of the dying and the bereaved. We will explore the nature of grief and loss, the personal characteristics of effective practitioners, communication skills used in practice, the goals and techniques of practice with people who are grieving, approaches to helping those who are dying, and specific interventions that are helpful to bereaved clients in cases of prolonged grief, mourning a child or those whose deaths were stigmatized or unanticipated. Students will explore their own personal, cultural, and spiritual experiences, beliefs and values around death and dying.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 675 - SW Prac in Rural Environment**

**Credits:** 3.00

This graduate level elective course is designed to expose students to rural social work practice. Students will explore the multifaceted area of small social service agency work, the ethical and professional challenges of working in a rural environment as well as the rewards of working in close knit communities.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Master of Social Work

### **SSW 680 - Approaches to Field Work**

**Credits:** 3.00

No description available at this time.

**College:** College of Health Professions

**Division:** Graduate

**Department:** School of Social Work

**Restrictions:** Must be enrolled in one of the following Major(s):  
Salt Center/Documentary Field

**SSW 681 - Field Research****Credits:** 3.00

No description available at this time.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):  
Salt Center/Documentary Field**SSW 682 - Applied Fieldwork****Credits:** 3.00

No description available at this time.

**College:** College of Health Professions**Division:** Graduate**Department:** School of Social Work**Restrictions:** Must be enrolled in one of the following Major(s):  
Salt Center/Documentary Field**Womens Studies****WST 200 - Intro to Women's Studies****Credits:** 3.00

Introducing students to the field of Women's Studies, this course provides an interdisciplinary study of women's experiences in cross-cultural and historical perspective. Emphasis is given to both the diversity of women's lives and their commonalities across race, class, ethnicity, age, sexuality, nationality, religion, (dis)ability, and other factors. Through studying the course texts, participating in class discussions, conducting library research, and completing course projects and writing assignments, students will develop skills of analysis, critical thinking, written and oral self-expression, and information literacy. Open to all students, with no prerequisites.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**WST 300 - Topics in Women's Studies****Credits:** 3.00

This course will provide students the opportunity to explore a variety of topics in women's studies. A description of the specific topic offered will be posted prior to the registration period.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**WST 400 - Capstone in Women's Studies****Credits:** 3.00

An advanced independent study integrating students' interdisciplinary examination of Women's Studies. Students will pursue guided research and produce a final project on a topic of their choosing. This course will allow students the opportunity to draw and reflect upon their undergraduate education, as well as to develop advanced research, writing, and analytical skills. Students must have senior standing and have officially declared a Minor in Women's Studies. Faculty advisors must be members of, or approved by, the Women's Studies Advisory Committee.

**College:** College of Arts & Sciences**Division:** Undergraduate**Department:** Interdisciplinary Majors**Restrictions:** Must be enrolled in one of the following Class(es):

1st Semester Senior

2nd Semester Senior

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## University Core Curriculum

The Core Curriculum provides an innovative common learning experience for all UNE undergraduates. It invites students to explore four college-wide themes from multiple disciplinary perspectives and to develop important intellectual skills. Students focus on a theme each year - (1) Environmental Awareness, (2) Social and Global Awareness, (3) Critical Thinking: Human Responses to Problems and Challenges, and (4) Citizenship. Skills of communications, mathematics, and critical thinking are taught throughout the core. Designed to provide a foundation in the liberal arts, the core reflects the values of the college and is designed to prepare students for living informed, thoughtful, and active lives in a complex and changing society.

### First Year Theme

**Environmental Awareness** is the first-year theme. All entering students enroll in *Introduction to Environmental Issues* and a *laboratory science course*. Students discover science as a process and discuss the role of science and technology in society. The laboratory science course will serve to introduce the scientific method as an approach to knowledge while infusing significant consideration issues pertaining to Environmental Awareness.

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

### Second Year Theme

**Social and Global Awareness** is the second year theme that focuses attention on the human experience by means of two specific types of courses.

- In the *Social/Global Awareness courses*, human experience is explored in cultural, societal, national, and global contexts. Students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth.
- In the *Human Traditions courses*, human experience is examined within the traditions of the humanities. Students inquire into the rise and fall of civilizations, study works of art and literature, and examine the philosophical, religious, and economic ideas that shaped ancient cultures and the modern world.

### Third Year Theme

**Critical Thinking: Human Responses to Problems and Challenges** is the third year theme that builds upon and develops the knowledge and skills students have mastered in their first two years. This theme and approach enhances the ability of 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 a *Case Studies in Decision Making and Problem Solving* course 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.

### Fourth Year Theme

**Citizenship** is the fourth year theme. It 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.

During the third and fourth year of study, students are required to take **Advanced Studies** courses in an area or areas outside of their major. These courses explore methodologies, theories, and/or concepts important in the Natural Sciences, Social Sciences, and/or Humanities. Students select two courses in this category based on their preference. There may be specific prerequisites for these courses.

Once during their academic careers, students participate in a **creative arts experience** by taking a specific course or by completing an independent project. This requirement emphasizes the value of their creative spirits and uncovers gifts that will sustain students throughout their lives.

### Subject Area Details

**First Year Theme: Environmental Awareness**

**Credits**

ENV 100/101 or 104 - Intro to Environmental Issues	3
One laboratory science course	4
One Humanities Explorations course	3
One Humanities or Social/Behavioral Sciences Explorations course	3
ENG 110 - English Composition	4
One Mathematics course	3-4
<b>Second Year Theme: Social and Global Awareness</b>	
<i>Sociocultural Experience</i>	6
Two Social/Global Awareness courses	
<i>Human Traditions</i>	6
LILE 201 or LILH 201 - Human Traditions and LILE 202 or LILH 202 - Human Traditions	
- One course with the LIL"E" designation is required. - One course with the LIL"H" designation is required.	
<b>Third Year Theme: Critical Thinking</b>	
<b>Fourth Year Theme: Citizenship</b>	
Two courses in Advanced Studies (outside of one's specific major)	6
CIT 400 - Citizenship Seminar 1	1
<b>Once Across the Four Years</b>	
One Creative Arts Experience course	3
Total Credits	43-44

### University Core Curriculum Summary and Objectives

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

The core curriculum emphasizes active, collaborative, and experiential learning. It challenges students to transfer knowledge from one arena to another, appreciate different disciplinary perspectives on the same topic, and integrate what they have learned to construct their own knowledge. The curriculum provides an interwoven and reinforced set of experiences in core courses, in major or professional requirements, in special all-campus events, and in general college life. The faculty at the University of New England believes that our core curriculum is intrinsically valuable and that it helps us to influence our graduates to be better citizens and to be well equipped to be contributing members of society.

A more thorough description of the core is available through the College of Arts and Sciences Dean's Office.

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*activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

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# Integrated, Interdisciplinary Health and Healing (I2H2) Education

## Training, Research and Practice

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

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

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

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

## Interdisciplinary, Integrated Health and Healing Learning Experiences

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

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

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## Learning Assistance Services

Learning Assistance Services (LAS), a unit within Student Support Services, provides a comprehensive array of academic support services, including courses, workshops, tutoring, individual consultations, and advising. The goal of Learning Assistance Services is to assist students in becoming more independent and efficient learners so that they are able to meet the University's academic standards and to attain their personal educational goals.

### Placement Testing

During orientation, all new undergraduate and transfer students are assessed for competence in writing and mathematics. Placement scores, SAT scores and a review of each incoming student's previous coursework are considered.

Those students who do not meet the University's predetermined criteria are placed into an appropriate developmental mathematics course, Writing Tutorial Course (LAC 010), or both.

Students are assigned a mathematics placement level as follows:

- L1: Placement into Basic Mathematics and Algebra (LAC 020)
- L2: Placement into Introduction to Algebra and Problem Solving (LAC 021)
- L3: Placement into Advanced Algebra and Problem Solving (LAC 022), Quantitative Reasoning (MAT 110), Statistics (MAT 120)
- L4: Placement into Mathematics for Elementary School Teachers (MAT 130), Statistics for the Life Sciences (MAT 150), Statistics and Research Methods for Physical Therapists (MAT 155), Precalculus (MAT 180), or Statistics and Probability for Citizenship (MAT 325)
- L5: Placement into Discrete Mathematics (MAT 185), Calculus I (MAT 190), Geometry (MAT 240), The History of Mathematics (MAT 250), or Mathematical Modeling (MAT 270)
- L6: Placement into Calculus II (MAT 195), Linear Algebra (MAT 220), Foundations of Mathematics (MAT 230).

Students are assigned a writing placement level as follows:

- UWT: Developmental level Writing Tutorial (LAC 010)
- UEC: English Composition (ENG 110)

### Tutoring

Learning Assistance Services offers professional and peer tutoring to support a variety of undergraduate courses. Peer tutors receive specialized training and many of them are certified by the College Reading and Learning Association. Peer and professional writing support services are also available. Tutors' regularly scheduled hours are posted in the University Campus Learning Assistance Center and the Westbrook College Campus Proctor Center as well as on the [LAS website](#).

### English Speakers of Other Languages (ESOL)

Test proctoring services are available to students whose first language is not English. Contact extension 2584 for further information.

### Individual Consultation

A learning specialist is available (by appointment) to meet with students seeking assistance with their specific course demands. Consultation regarding learning styles, note-taking skills, active reading skills, time management skills, test-taking skills and preparation for professional boards is also available.

### Learning Assistance Services

John R. Langevin, Ph.D.	Assistant Dean of Students for Student Support Services
Maura O'Connor, M.A.	Coordinator of Learning Assistance Services/ UC Tutor Supervisor
Barbara Hancock, M.Ed.	Learning Specialist
Lori Power, Ed.D.	WCC Developmental Writing Supervisor/WCC Tutor Supervisor
John Daugherty, M.A.	UC Developmental Writing Supervisor
Rhonda Carlson, M.M.	Adjunct Instructor in Developmental Writing
Kevin Kelley, M.F.A.	Adjunct Instructor in Developmental Writing
Jack Moore, M.A.	Adjunct Instructor in Developmental Writing
Susan Pickford, M.Ed.	Adjunct Instructor in Developmental Writing

Laurie Wall, M.B.A.

Developmental Math Supervisor

Gregory Long, Ph.D.

Developmental Math Specialist

Deepak Trivedi, M.B.A.

Adjunct Instructor in Developmental Mathematics

Carole Rousselle

Administrative Assistant

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**Dental Hygiene (Associate Degree)****Degree:** Associate in Science with a major in Dental Hygiene**College:** Health Professions**Department:** Dental Hygiene**Contact:** Bernice Mills, RDH, MS, BS (Director) [bamills@une.edu](mailto:bamills@une.edu)[Mission Statement](#)[Major Program Description](#)[Admission Requirements](#)[Transfer Credit and Advanced Standing](#)[Curricular Requirements](#)[Program Standards](#)[Department Website](#)**Mission Statement**

To provide state of the art training and instruction in the field of dental hygiene; to produce the highest quality registered dental hygienists.

**Major Program Description**

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

The associate degree fully prepares students to take the licensure exams to become a registered dental hygienist. It also prepares students for the bachelor of science program (see [Dental Hygiene-Bachelor Degree](#)) for details. Internships and additional clinical experiences are gained in area schools, nursing homes, community agencies, and in private practices. Dental hygiene students observe dentists in preventive, periodontic, and other specialty areas of dentistry while in the program.

**Admissions 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 (GPA) of 2.5, in addition to a GPA of 2.5 in all science and math courses. College GPA will be considered only if applicant has completed at least 15 semester hours.
3. Scholastic Achievement Test (SAT) scores must be submitted.
4. A health record must be submitted which indicates specific findings regarding applicant's complete physical exam.
5. Documentation of 20 hours of observation of a dental hygienist is required, prior to enrollment.
6. Complete the UNE admissions application.

See University Undergraduate Admissions also.

**Transfer Credit and Advanced Standing**

All previously completed university core requirement courses from an accredited college that applies to this associate degree with a grade of C- or better will count as transfer credit. Accredited college level science and dental hygiene courses that are reasonably close to the scope and content of UNE's courses will be considered for transfer credit. Science and dental hygiene courses must also have been taken within the past five years and with a grade of C- or better. Other options and restrictions apply.

See University Undergraduate Admissions also.

**Curricular Requirements****University Core Requirements**

BIO 208 - Anatomy and Physiology I or BIO 108 - Human Biology I	4
BIO 209 - Anatomy and Physiology II or BIO 109 - Human Biology II	4
BIO 226 - Microbiology	4
CHE 130 - Principles of Chemistry	4
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
Humanities Exploration	3
SPC 100 - Speech-Exploration	3
PSY 220 - Sociocultural Context of Human Development I	3
PSY 270 - Sociocultural Context of Human Development II	3
<b>Minimum Total University Core Requirements</b>	<b>35</b>

**Credits**  
**35**

**Major Courses**

DEN 101 - Dental Anatomy, Oral Histology, and Embryology	3
DEN 102 - Head and Neck Anatomy	3
DEN 210 - Nutrition	3
DEN 211 - Clinical Dental Hygiene I	4
DEN 212 - Clinical Dental Hygiene II	4
DEN 213 - Radiology	3
DEN 217 - Preservation of Tooth Structure	3
DEN 221 - Concepts of Community Health	3
DEN 301 - Advanced Clinical Dental Hygiene I	5
DEN 302 - Advanced Clinical Dental Hygiene II	5
DEN 305 - General and Oral Pathology	3
DEN 308 - Dental Pharmacology	3
DEN 330 - Periodontology	3
DEN 340 - Clinical Periodontology for Dental Hygienist	3
<b>Minimum Required Major Course Credits</b>	<b>48</b>
<b>Minimum Required Total Credits</b>	<b>83</b>

**Program Standards**

A minimum grade of "C-" is required in all BIO, CHE, and DEN prefix courses and a "C-" must be achieved in all prerequisites for these courses. See [Academic Policy and Regulations](#) also.

**Department of Dental Hygiene Faculty**

Mills, Bernice, R.D.H. Director, M.S., University of Southern Maine; B.S. Indiana University; A.S., Westbrook College.	Associate Professor
Beaulieu, Ellen Glidden, R.D.H. Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii; A.S., Forsyth School for Dental Hygienists.	Professor
Collard, Ruth Brown, R.D.H. B.S., University of Minnesota.	Clinical Instructor
Dufour, Lisa A., R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College.	Professor
Dunfey, Eileen, R.D.H. B.A., University of New Hampshire; A.S., Westbrook College	Clinical Instructor
Harmer-Beem, Marji, R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College.	Assistant Professor
Krause, Laura E., D.D.S. D.D.S., University of Missouri-Kansas City; B.S., University of Kansas.	Assistant Professor
Orme, Lawrence, D.D.S. D.D.S., Georgetown University; B.S., Washington and Lee University	Assistant Professor
Queen, Heather, R.D.H. B.S., A.S., University of New England.	Clinical Instructor
Walsh, Jane J.D., University of Southern Maine Law School; B.S., University of Southern Maine Orono.	Assistant Professor

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## Associate Degree Nursing

**Degree:** Associate in Applied Science (A.A.S) with a major in Nursing

**College:** Health Professions

**Department:** Nursing and Health Services Management

**Contact:** Karen Pardue, M.S.N., B.S.N., B.C. (Director) [kpardue@une.edu](mailto:kpardue@une.edu)

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### Mission Statement

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

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

We believe that clients, as partners in their care, may be individuals, families, groups, or communities. As such, we value the uniqueness, worth and integrity of all people and believe that each human being is a dynamic holistic system. Holism is viewed as the integration of spiritual, physical, emotional, social, cultural, and cognitive dimensions. As people grow and develop they strive to meet the needs of these interconnected dimensions to achieve a sense of harmony and balance between self and environment. The environment is a dynamic set of internal and external systems.

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

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

### Program Description

UNE's 2 + 2 nursing education model was developed to address the needs of both traditional and non- traditional students. There are opportunities to enter the program at multiple points depending upon prior education and experience:

1. Students can enter the program in the first year and earn an associate degree (ADN) at the end of the second year. This option is available in both day and evening program formats. After passing the licensing exam students can begin working as a registered nurse (RN) and at the same time continue their education as they pursue a bachelor of science in nursing (BSN). **This is the degree program described below.**

2. RN's who have graduated from an associate degree or diploma program may return to school to continue their professional development at the beginning of the third year. Successful completion of the third and fourth years earns the student a BSN. **See Bachelor of Science Nursing: RN to BSN if you already have an RN.**

The ADN program utilizes Patricia Benner's theoretical concepts of caring and the delivery of nursing care within the seven domains of nursing practice as the curricular framework. Utilization of this model provides for a strong relationship between nursing theory and practice. In addition, foundational courses within the program employ Maslow as a conceptual basis for care planning and problem solving.

The freshman and sophomore years (year 1 and year 2) provide a course of study, which is heavily concentrated in the nursing major. Extensive nursing classroom and clinical experiences define these first two years. This acquisition of knowledge is well supported by experiential learning in the nursing skills/arts laboratory and the Human Patient Simulator Laboratory. Selected University Core Curriculum courses and electives are also incorporated during this time. Upon completion of the sophomore year, the student has fulfilled adequate study in the major to be awarded an associate of science degree in nursing (ADN). This enables the student to sit for the Registered Nurse (RN) license examination.

Students who have successfully completed the first two years of study are prepared as registered nurses to participate in the health care delivery system in the role of provider of direct care, manager of patient care, patient educator, client advocate and member within the discipline of nursing. In addition, this academic preparation enables the individual to delegate to and supervise the work of lesser prepared health care workers.

The ADN may then seek the BSN if qualified. If seeking the BSN, the junior and senior years (year 3 and year 4) are designed for registered nurses who embrace the opportunity to broaden and enhance current knowledge and skills, acquire knowledge in the theory and practice of nursing, increase career opportunities and provide the credentials necessary for graduate education. Delivered through both didactic and clinical components, the curriculum includes advanced courses leading to competencies in the areas of nursing theory, research, assessment, critical thinking, health care of groups and communities, health care delivery, finance, leadership and management, and teaching and learning.

Throughout the program, the following concepts are consistent threads in all nursing courses:

Holism	Nursing Roles
Caring	Critical Thinking
Teaching	Research
Learning	Cultural Awareness

### Student Learning Outcomes

At the completion of study for the associate degree in nursing, the student will be able to:

1. apply critical thinking skills and problem solving techniques using Patricia Benner's novice-to- expert conceptual nursing model to apply the nursing process.
2. participate as a member of the therapeutic interdisciplinary team.
3. provide skilled nursing care at the advanced beginner level.
4. use organizational and work-role competencies in the delivery of quality health care.
5. integrate professional values that reflect understanding of the moral and legal implications, and the ethics of care and responsibility in nursing practice.
6. demonstrate an awareness of organizational and work-role competencies in a health care system within a changing society.
7. apply theories from the humanities, arts and sciences into holistic and integrated nursing practice.

### Accreditation

The program is fully accredited by the National League of Nursing Accrediting Commission (NLN-AC) and is approved by the Maine State Board of Nursing. The NLN can be contacted at 61 Broadway, 33rd Floor, New York, NY 10006 1-800-669-9656 x153.

### Admission Requirements: Academic

1. General admission requirements of the University.
2. High school diploma or GED.
3. Four years of high school English.
4. A minimum of 2 years of high school or equivalent math including Algebra I.
5. A minimum of 2 years of science including chemistry and biology with lab.
6. SAT score results.
7. Overall high school and math/science GPA of 2.75 or better.

A student applying for admission to the nursing program who is transferring from another nursing or health professional program is required to submit a letter of reference from a faculty member teaching during the student's most recently completed semester and a statement from the director of the program that the student is in good academic standing. These materials are to be provided directly to the Admissions Office.

See University Undergraduate Admissions also.

### Health Requirements (to be completed prior to enrollment)

All first-year nursing students must have:

1. A physical examination before entering the nursing program.
2. Proof of annual tuberculin testing, measles/rubella and varicella\* immunity, and Hepatitis B vaccine or titer.
3. One copy of the immunization record is to be submitted to the Health Center.
4. Proof of health insurance coverage.
5. CPR Certification for Health Providers.
6. Completion of the UNE HIPAA requirements.

\* varicella immunity is required prior to clinical assignments in maternity nursing

### Transfer Credit and Advanced Standing

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

1. A grade of "C" or better was earned. (Science coursework must have been completed within the past seven (7) years).
2. The content is parallel to UNE/ADN courses.
3. Transfer credit for nursing credits may be given after review of course syllabus evaluation of comparable content in selected courses.
4. Students transferring nursing credits or reentering after a hiatus will be required to audit the semester prior to entry into the nursing program.
5. Advanced Placement (AP) credits and CLEP credits if applicable and if the scores meet UNE's requirements.

### 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. With a score of 75 or higher.
2. Clinical simulation in nursing lab.
3. Completion of a care planning exercise for the challenge exam process.

\*Note: A test fee is required.

See University Undergraduate Admissions also.

### Curricular Requirements

#### Courses

#### Fall Year 1

	Credits
ENG 110 - English Composition	4
BIO 208 - Anatomy and Physiology I	4
PSY 105 - Introduction to Psychology	3
NSG 100 - Fundamentals of Nursing	6
<b>Total</b>	<b>17</b>

#### Spring Year 1

PSY 220 - Sociocultural Context of Human Dev I	3
BIO 209 - Anatomy and Physiology II	4
NSG 101 - Nursing I Medical/Surgical Nursing	9

<b>Total</b>	<b>16</b>
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**Fall Year 2**

PSY 270 - Sociocultural Context of Human Dev II	3
BIO 226 - Microbiology	4
NSG 201 - Nursing II Medical/Surgical Nursing	10
<b>Total</b>	<b>17</b>

**Spring Year 2**

2 Electives (one must be a humanities exploration)	6
NSG 211- Dimensions Professional Nursing	3
NSG 203A - Nursing III -Maternal/Infant Nursing	3
NSG 203B - Nursing III - Psychiatric Nursing	3
NSG 203C - Nursing III - Pediatric Nursing	3
<b>Total</b>	<b>18</b>

**Developmental Coursework**

Credit for developmental coursework (in general, courses numbered less than 100 level) is not included in the minimum total credits required for degree completion.

**Achievement Testing**

All students in the associate degree option are required to participate in content achievement testing. These tests benchmark students' progress with nationally normed data. Currently the Nursing Department is utilizing Educational Resources, Inc. (ERI) for testing and assessment services.

**Clinical Experience**

The associate degree program utilizes a wide variety of clinical learning environments, including acute care hospitals, home care agencies, outpatient treatment centers, long term care/rehabilitation facilities, and physician offices/clinics. Students are responsible for transportation to and from clinical experiences. Clinical shift schedules vary by facility and require flexibility.

**Program Standards**

1. The nursing courses are given in sequence and each course has a minimum grade requirement of "C." Students must demonstrate an examination average of 75 in each nursing course for progression.
2. The student must also satisfactorily complete the clinical component of each course.
3. A nursing student may repeat a nursing course only once, at the discretion of the nursing faculty.
4. The student must obtain a minimum grade of "C" in all required science courses.
5. The student must maintain a minimum grade point average (GPA) of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
6. The student must follow all policies outlined in the Nursing Department Student Handbook.
7. Completion of UNE HIPAA requirements and maintenance of immunizations before participating any clinical component.

**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, including an examination average of 75.
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.

**Financial Information****Tuition and Fees**

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

**Lab Fees**

Laboratory fees are assessed in individual courses that incorporate the skills laboratory and the human patient simulator laboratory.

**Equipment**

Students are responsible for the costs of the following required items: Uniforms and lab jacket; name tag; bandage scissors; watch indicating seconds; stethoscope.

**Transportation**

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

**Pinning Ceremony**

Graduation expenses include a departmental pinning ceremony in May. Expenses include the acquisition of a uniform and a school pin. These expenses vary each year. Students may inquire in the nursing office for an estimate of current costs.

**Financial Aid**

Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the Financial Aid website.

**Graduation Requirements**

A total of **68 credit hours as specified above** with a minimum 2.0 GPA is required for the associate in applied science degree in nursing. All nursing and science courses must have a grade of "C" or higher. The credits are distributed as follows:

General Education	31 credits
Nursing	37 credits

See Academic Policy and Regulations also.

**Department of Nursing Faculty**

Pardue, Karen, Director M.S., B.S.N., B.C., Russell Sage College.	Associate Professor
Aube, Marguerite C.A.S., University of Maine, Orono; M.S., Nursing, Boston University; M.S., Education, University of Southern Maine; B.S., Nursing, D'Youville College.	Clinical Assistant Professor
Briggs, Ann Marie M.S.N., Loyola University; B.S. Nursing, Xavier University.	Clinical Assistant Professor
Burke, Karen M.Sc. Management, Antioch University.	Instructor
Carter, Joseph M.S., M.Div., The Catholic University of America; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Coletti, Judy M.S.N., B.S.N., University of Utah.	Instructor
Davis, Bonnie Ph.D., Nursing, Rutgers State University of NJ; MS Community Nursing, Rutgers State University of NJ; BS, R.N. Nursing, Rutgers State University of NJ.	Clinical Assistant Professor
Drager, Paul J.D., University of Miami School of Law; B.B.A, University of Massachusetts.	Instructor
Dunbar, Dawne-Marie M.Ed., Nursing, University of Phoenix; A.D.N., University of New England.	Instructor
Dutta, Kaushik M.S., University of Arizona; B.A., University of Maine at Farmington.	Instructor
Elliott, J. Carol Ph.D., Boston College; M.S.N., University of Akron; R.N. Fitzgerald Mercy Hospital School of Nursing.	Clinical Assistant Professor
Ford, Charles Ph.D., SUNY at Buffalo-Organization and Administration; M.Ed., Pennsylvania State University-Communication; B.S., Pennsylvania State University-Mathematics and English; B.A., Taylor University- Natural Sciences.	Professor
Gorman, Enid M.S., University of Southern Maine; B.S.N., Texas Woman's University.	Clinical Assistant Professor
Haas, Barbara Ph.D., Union Institute; M.A., B.S.N., New York University.	Associate Professor
Hewitt, Michael N.D., Case Western University; B.A.Ed., City University of New York.	Clinical Assistant Professor

Kavanagh, James M.S.N., Simmons College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Knight, Brandi B.S.N., University of New England.	Instructor
Larrabee, Marka M.S.N., University of Massachusetts.	Instructor
Lemaire, Mary Lou M.S., Health Care Management, Hartford Graduate Center; B.S., Eastern Connecticut State University, A.D.N., Mohegan Community College.	Instructor
Lippmann, Amy M.S., Clark University; B.S. University of New England.	Clinical Assistant Professor
MacLeod, Carol M.S.N., Boston College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Morgan, Patricia M.S.N., University of New Hampshire; B.S.N., University of Rhode Island.	Clinical Assistant Professor
Morris, Cynthia MS, University of Southern Maine; B.S.N., University of Southern Maine; B.A., University of New Hampshire; A.A. Green Mountain College.	Clinical Associate Professor
Plodek, Jeanette M.S.N., College of New Rochelle; B.S.N., Florida Atlantic University; A.D.N., Palm Beach Community College.	Instructor
Rapier, Janet M.S.N., Simmons College/University of New England; B.S.N., University of New England; A.D.N., Shenandoah University.	Instructor
Sanders, Julia M.S.N., Spalding University; B.S.N., University of Louisville.	Clinical Assistant Professor
Sheehan, Judy J.D., University of Bridgeport School of Law; Ed.M. Nursing, Columbia University; B.S.N., Nazareth College.	Clinical Assistant Professor
Simpson, Nancy M.S., University of Southern Maine; B.S.N., University of Maine.	Clinical Assistant Professor
Spear, Nona M.S., Boston University; B.S.N., Saint Joseph College.	Clinical Assistant Professor
Star, Lorraine M.A., Rutgers University; B.A., Russell Sage College.	Instructor
Tausch, Judith Ed.D., Vanderbilt University; M.Ed., Rivier College; M.S.N., B.S.N., University of Massachusetts at Lowell.	Clinical Assistant Professor
Whiting, Tammy B.S.N., Westbrook College.	Instructor

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## Applied Exercise Science

**Degree:** Bachelor of Science with a major in Applied Exercise Science

**College:** Arts and Sciences

**Department:** Exercise and Sport Performance

**Contact:** Dr. Richard J. LaRue (Chair) [rlarue@une.edu](mailto:rlarue@une.edu)

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### Mission Statement

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

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

### Major Program Description

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

### Transfer Credit and Advanced Standing

See Undergraduate Admissions

### Curricular Requirements

Program/Degree Area	Credits
<a href="#">University Core Requirements.</a>	
<b>College of Arts and Sciences Core Requirements</b>	<b>42-43</b>
MAT 120 or MAT 150 - Statistics*	
*prerequisite for SPT 420 Research Methods	
<b>Math and Science Foundation</b>	<b>23</b>
BIO 245 - Gen. Prin. Anat., Phys and Patho. I	4
BIO 345 - Gen. Prin. Anat., Phys and Patho. II	5
CHE 110 - General Chemistry I	4
PHY 110 - General Physics I	4
PSY 105 - Introduction to Psychology	3
MAT 180 - Precalculus	3
<b>Applied Exercise Science Major Requirements</b>	<b>56</b>
SPT 101 - Sport and Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
EXS 160 - Intro. to Applied Exercise Science	3
EXS 180 - Motor Learning & Performance	3
EXS 210 - Fundamentals of Nutrition and Exercise	3
EXS 280 - Health Promotion and Wellness Program	3
EXS 310 - Kinesiology and Biomechanics	3
EXS 320 - Exercise Physiology	3
EXS 330 - Fitness Evaluation and Prescription	3
EXS 340 - Concepts of Strength & Conditioning	3
EXS 350 - ECG: Interpreted & Graded Exercise	3
EXS 370 - Applied Exercise Nutrition	3
SPT 420 - Research Methods	3
ATC 101 - Injury Prevention and Risk Management	3

ATC 150 - Acute Care of Injury and Illness	2
ATC 333 - Gross Anatomy	3
EXS 399 - Applied Exercise Science Clinical Internship I	3
EXS 499 - Applied Exercise Science Clinical Internship II	6

**Minimum Required Total Credits** **121**

### Program Standards

Students will be retained within the Applied Exercise Science major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 and a "C-" or higher in each course of the science foundation.
3. Grade point of 2.0 or better in each applied exercise science major required course with the ATC, EXS, or SPT prefix. Students who receive a grade point below a 2.0 in an exercise and health promotion major required course with an ATC, EXS, or SPT prefix will be required to repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Minimum cumulative GPA of 2.5 in all applied exercise science required courses (ATC, EXS, or SPT prefix). If this GPA falls below the 2.5 in the required coursework, the student may not be allowed to begin additional coursework or clinical experiences.

### Additional Information-Clinical Experiences

All students in Applied Exercise Science complete a series of clinical experiences designed to expose them to the fields of exercise and health and to give them progressively responsible experiences working with specialists in the field. As students move through the clinical experiences (nine credits total), they experience the application of knowledge in the clinical setting under departmental supervision.

### Department of Exercise and Sport Performance Faculty

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

Lamarre, Wayne, M.Ed., ATC, LAT (Director - Athletic Training Education Program) Assistant Professor  
M.Ed., Vermont College of Norwich University-Curriculum and Instruction in Higher Education;  
B.S., Central Connecticut State University; Certified Athletic Trainer.

Rizzo, Christopher Clinical Educator/Clinical  
Education Coordinator  
M.S., Indiana State University-College of Health and Human Performance; B.S., Hartwick  
College-Psychology; Certified Athletic Trainer; Certified Strength and Conditioning Specialist

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## Aquaculture and Aquarium Sciences

**Degree:** Bachelor of Science with a major in Aquaculture and Aquarium Sciences

**College:** Arts and Sciences

**Department:** Biological Sciences



**Contact:** Dr. Lawrence Fritz  
(Chair) [lfritz@une.edu](mailto:lfritz@une.edu)

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### Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

### Major Program Description

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

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. **All Biology courses previously completed must be no older than eight years.** Other options and restrictions apply. See [Undergraduate Admissions](#) also.

### Curricular Requirements

[University Core Requirements.](#)

#### Program Required Courses

BIO 100 - Biology I (included in core requirements)	
BIO 101 - Biology II	4
BIO 200 - Genetics	5
BIO 204 - Parasitology	4
BIO 221 - Principles of Aquaculture	3
BIO 222 - Techniques in Finfish and Shellfish Culture	4
BIO 223 - Health, Nutrition and Feeding of Cultured Organisms	4
BIO 226 - Microbiology	4
BIO 250 - Marine Biology	4
BIO 323 - Principles of Aquarium Operations and Science	4
BIO 325 - Marine Science Speaker Series	1
<b>Program Required Credits Sub-Total</b>	<b>37</b>

#### Topic Area Program Required Courses (to be selected in consultation with advisor)

See [Biology Majors: General Information](#) for details

Physiology Topic Area	4
Ecology Topic Area	4
BIO 495 - Internship	6
<b>Program Minimum Required Total Credits</b>	<b>51</b>

#### Science and Mathematics Required Courses

CHE 110 - Chemistry I	4
CHE 111 - Chemistry II	4
MAT 150 - Statistics for Life Sciences	3

#### Business Administration Required Courses

BUMG 200 - Management	3
BUFI 302 - Personal Finance	3

#### Highly Recommended Elective Credits

CHE 307 - Quantitative Analysis	5
CITM 100 - Introduction to Microcomputer Software	3

EDU 202 - Curriculum Theory & Design	3
SPC 100 - Effective Public Speaking	3
Open elective courses (as needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

### Additional Information

See [Biology Majors: General Information](#) for details concerning Faculty, Minors, Topic Areas, and general information on UNE's largest department. Please visit our [Department Homepage](#) also.

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## Athletic Training Education

**Degree:** Bachelor of Science with a major in Athletic Training Education

**College:** Arts and Sciences

**Department:** Exercise and Sport Performance

**Contact:** Dr. Richard J. LaRue (Chair) [rlarue@une.edu](mailto:rlarue@une.edu)

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### Mission Statement

The mission of the Athletic Training Education Program at the University of New England is to provide a comprehensive curriculum designed for individuals who want to enhance the quality of health care for active persons and to advance the profession of athletic training through education and research in the prevention, evaluation, management, and rehabilitation of injuries.

### Major Program Description

This degree program is designed for students who want to work to improve individual and team wellness and health. The curriculum in this program combines the study of anatomy and other health-related sciences with the art of preventing, managing, and rehabilitating athletic and orthopedic injuries. Students are provided with a thorough understanding of the effects of sport and sport-related injuries on the individual performer through a series of classroom (didactic) and field (clinical) experiences both on- and off-campus.

### Admission Requirements

The Athletic Training Education Program employs a secondary admissions process at the end of the first year (pre-professional phase). Athletic training education accreditation standards mandate that admission to the **professional phase** of the program be criteria-based. Therefore, meeting the coursework requirements does not guarantee a student admission into the **professional phase** of the program. The number of students admitted to the **professional phase** of the program on an annual basis is dictated by the number of available field experience sites and may vary slightly from year to year. Please contact the program director for additional information.

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

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum academic standing of first -semester sophomore.
3. Completion of ATC 100, and ATC 150 with a minimum grade point of 2.0.
4. Completion of a minimum of 20 observational clinical hours (ATC 100) under the direct supervision of a UNE-approved clinical instructor.
5. Successful completion of yearly OSHA-required safety training.
6. Regular attendance at Athletic Training Education Program meetings and presentations.
7. Completion of the program application and formal interview with the program director of athletic training education and program faculty (ATEP).
8. Fulfillment of the health requirements as outlined in the Athletic Training Student Handbook. This includes the completion of the University Immunization Questionnaire, physical exam, health history, and submission to UNE of proof of health insurance.
9. All students transferring into the athletic training education major must complete the ATEP admission requirements and complete the entire professional portion of the program.

See [Undergraduate Admissions](#) for details concerning first year admissions requirements.

### Transfer Credit and Advanced Standing

See Undergraduate Admissions.

### Curricular Requirements

#### Program/Degree Area

[University Core Requirements](#).

#### College of Arts and Sciences Core Requirements

includes MAT 120 or MAT 150 - Statistics\*

\*prerequisite for SPT 420 Research Methods

**Credits**

**42-43**

<b>Major Requirements (Science Foundation)</b>	<b>23</b>
BIO 245 - Gen. Prin. Anat., Phys and Patho. I	4
BIO 345 - Gen. Prin. Anat., Phys and Patho. II	5
CHE 110 - General Chemistry I	4
PHY 110 - General Physics I	4
PSY 105 - Introduction to Psychology	3
MAT 180 - Precalculus	3

<b>Athletic Training Education Major Requirements</b>	<b>60</b>
SPT 101 - Sport and Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
SPT 420 - Research Methods	3
EXS 180 - Motor Learning and Performance	3
EXS 210 - Fundamentals of Nutrition and Exercise	3
EXS 310 - Kinesiology and Biomechanics	3
EXS 320 - Exercise Physiology	3
ATC 100 - Introduction to Athletic Training	1
ATC 101 - Injury Prevention and Risk Management	3
ATC 150 - Acute Care of Injury and Illness	2
ATC 299A/B - Clinical Experiences 1 and 2	4
ATC 399A/B - Clinical Experiences 3 and 4	4
ATC 499A/B - Clinical Experiences 5 and 6	4
ATC 302 - Assessment of Athletic and Orthopaedic Injury I	3
ATC 304 - Assessment of Athletic and Orthopaedic Injury II	3
ATC 333 - Human Gross Anatomy	3
ATC 430 - Therapeutic Modalities	3
ATC 440 - Therapeutic Exercise	3
ATC 450 - Medical Aspects of Sport	3
ATC 480 - Admin of Athletic Training Programs	3

**Minimum Required Total Credits** **125**

### Program Standards and Technical Requirements

The Athletic Training Education Program at the University of New England is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situation.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Educational Program will be required to certify with the ATEP director that they have read, understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Please see [Disability Services](#) for more information.

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

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the science foundation of the athletic training education major requirements.

3. Grade point of 2.0 or better in each athletic training education major required course with the ATC, EXS, or SPT prefix. Students who receive a grade point below a 2.0 in an athletic training education major required course with an ATC, EXS, or SPT prefix will be placed on clinical education suspension. They must repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Minimum cumulative GPA of 2.5 in athletic training education required courses (ATC, EXS, or SPT prefix).
5. Proof of successful progress toward the mastery of the clinical proficiencies and the completion of assigned clinical rotations (see: Athletic Training Student Handbook for definition of successful progress), in compliance with the requirements and guidelines of the Joint Review Committee on Athletic Training (JRC-AT)
6. Students who fail to demonstrate appropriate professional abilities and attributes will be subject to clinical education suspension. (See Athletic Training Student Handbook for details.) Clinical education rotation suspension status: students failing to fulfill any of the above requirements will be removed from the clinical education rotation portion of the program until the deficiency is remedied. The student shall receive written notice of the suspension and possible methods of remediation from the program director and/or clinical education coordinator. Upon successful completion of remediation the student will be notified by the program director and/or clinical education coordinator in writing and removed from suspension.
7. Any student appealing a decision, or requesting a waiver or exception, should appeal to the program director. If a solution is not reached that is satisfactory to both parties, the student or other party should contact the chairperson of the Department of Exercise and Sport Performance to request a formal review.
8. Other appeals should follow the process outlined in the UNE Student Handbook.

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

### Accreditation

The UNE Athletic Training Education Program is an undergraduate program accredited by the Council on the Accreditation of Allied Health Education Programs (CAAHEP).

### Department of Exercise and Sport Performance Faculty

LaRue, Richard J. (Chair, Coordinator of Sport Management Program) D.P.E., Springfield College; M.S., Springfield College-Movement Sciences; B.A., University of Northern Iowa-Teaching; Physical Education and Health.	Professor
Lamarre, Wayne, M.Ed, ATC, LAT (Director, Athletic Training Education Program) M.Ed., Vermont College of Norwich University-Curriculum and Instruction in Higher Education; B.S., Central Connecticut State University; Certified Athletic Trainer.	Assistant Professor
Rizzo, Christopher M.S., Indiana State University-College of Health and Human Performance; B.S., Hartwick College-Psychology; Certified Athletic Trainer; Certified Strength and Conditioning Specialist	Clinical Educator/Clinical Education Coordinator

### Approved Clinical Instructors

Carroll, Neil, LATC, EMT-B Athletic Trainer, Saco Bay Orthopedic & Sport Physical Therapy; Head Athletic Trainer, Greely High School
Cook, Matt, BS LATC, CSCS Athletic Trainer, Saco Bay Orthopedic and Sport Physical Therapy; Head Athletic Trainer and Clinical Educator, Thornton Academy
Fecteau, Paul, PT, LATC Physical Therapist, UNE Health Center
Hidaka, Yususke, MS, LATC Athletic Trainer, Healthsouth; Head Athletic Trainer, Scarborough High School
Lucas, Ryan, BS, LATC, CSCS Athletic Trainer, Saco Bay Orthopaedic & Sport Physical Therapy; Head Athletic Trainer, Biddeford High School
McKenzie, Audrey, BS, LATC Head Athletic Trainer, Portland High School
Mitchell, Jodi, LATC Athletic Trainer, Saco Bay Orthopedic & Sport Physical Therapy; Head Athletic Trainer, South Portland High School
Rizzo, Chris, MS, BS, LATC, CSCS Head Athletic Trainer and Clinical Educator/Clinical Education Coordinator, University of New England
Tosi, Gregory, MS, LATC Head Athletic Trainer, Deering High School
Verre, Arlene, LATC Athletic Trainer, Saco Bay Orthopedic & Sport Physical Therapy; Head Athletic Trainer,

Kennebunk High School

Vollkommer, Ursula, MS, LATC  
Head Athletic Trainer, Bonney Eagle High School

### **Clinical Preceptors**

Brown, Douglas, MD  
Orthopaedic Surgeon, Orthopaedic Associates of Portland; Team Physician, U.S. Soccer;  
Team Physician, University of New England; Team Physician, Portland High School

Heinz, William, MD  
Medical Orthopedist, Orthopaedic Associates of Portland; Team Physician, Portland Sea  
Dogs; Team Physician, U.S. Soccer

Marr, D.Scott, MD  
Medical Orthopedist, Orthopaedic Associates of Portland; Team Physician, University of New  
England

Mullin, Michael, LATC, PTA  
Clinical Athletic Trainer, Healthsouth Sports Medicine

Murray, Thomas Jr., MD  
Orthopaedic Surgeon, Orthopaedic Associates of Portland; Team Physician, University of New  
England

Toth, Christopher, DPM  
Foot and Ankle Surgeon, Wells, Maine

Soutuyo, Angel, MS, ATC  
Head Athletic Trainer, Portland Pirates Hockey Club

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## Biochemistry

**Degree:** Bachelor of Science with a major in Biochemistry

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Jerome Mullin (Chair) [jmullin@une.edu](mailto:jmullin@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Admission Requirements](#)

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### Mission Statement

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

Physics, too, is the study of matter and energy, viewed from a different perspective. To understand living systems and the universe in which we live requires an understanding of the chemical and physical principles that operate within them.

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

### Major Program Description

The bachelor of science degree in biochemistry, with its balanced curriculum, assures that each student will achieve a substantial foundation in the other major chemical subdisciplines, including analytical chemistry, organic chemistry, inorganic chemistry, and physical chemistry. This major is a good choice for students who are especially interested in studying the applications of chemistry in biological systems. With appropriate choice of courses, graduates will be prepared for entry into graduate programs in chemistry, biochemistry, medicine, dentistry, veterinary medicine, and many other fields that rely on chemistry as a fundamental science. Students wishing to enter the job market immediately after completion of their degree program have available to them a wide range of career opportunities in both the public and private sectors. Graduates will be especially well-prepared for entry-level positions in the rapidly growing biotechnology industry.

### Admission Requirements

Preferred conditions for entry into the biochemistry major are completion of at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics. See [Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

#### University Core Requirements.

#### Program Required Courses

BIO 104 - General Biology (included in core requirements) or

BIO 101/102- Biology I and II (included in core requirements)

BIO 200 - Genetics

BIO 370 - Cell and Molecular Biology

CHE 110 - General Chemistry I

CHE 111 - General Chemistry II

CHE 210 - Organic Chemistry I

CHE 211 - Organic Chemistry II

CHE 307 - Quantitative Analysis

CHE 327 - Applied Physical Chemistry

CHE 350 - Biochemistry I: Proteins

**Credits**  
**42-43**

5

3

4

4

5

5

5

3

5

CHE 351 - Biochemistry II: Metabolism and Bioenergetics	3
MAT 190 - Calculus I (included in core requirements)	
MAT 195 - Calculus II	4
PHY 110 - Physics I*	4
PHY 111 - Physics II**	4
* PHY 210 may be substituted for PHY 110	
** PHY 211 may be substituted for PHY 111	
<b>Minimum Program Required Credits</b>	<b>54</b>
<b>Flexible Program Required Courses</b>	
<i>Select a minimum of three courses below for a total of 9 credits. Consult with your academic advisor for approval for selection of advanced CHE courses not listed below.</i>	
BIO 430 - Advanced Topics in Molecular Biology	3
CHE 309 - Introduction to Instrumental Analysis	4
CHE 380 - Inorganic Chemistry	3
CHE 401 - Chemistry Seminar	1
CHE 405 - Medicinal Chemistry	3
CHE 410 - Research I	1-4
CHE 411 - Research II	1-4
CHE 420- Spectro Method Struct Analysis	3
<b>Minimum Flexible Required Credits</b>	<b>9</b>
<b>Minimum Program Required Credits</b>	<b>63</b>
Open electives courses (as needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

### Program Standards

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

### Minor in Chemistry

A student with a major in another department may minor in Chemistry with the permission of the Chemistry and Physics Department Chair. Twenty-three hours of course work is required for the Minor in Chemistry as specified below. This minor indicates a significant level of accomplishment in the important foundation areas of Chemistry.

CHE 110 General Chemistry I **4 cr**

CHE 111 General Chemistry II **4 cr**

CHE 210 Organic Chemistry I **5 cr**

CHE 211 Organic Chemistry II **5 cr**

CHE 307 Quantitative Analysis **5 cr**

The chemistry course grade point average must be maintained at 2.00 (C) or better. Please note that there are no substitutions for the Organic Chemistry requirements.

### Department of Chemistry and Physics Faculty

Mullin, Jerome (Chair) Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.	Professor
Bilotta, Paul M.S., University of Tennessee- Analytical Chemistry; B.S. Merrimack College – Chemistry.	Laboratory Instructor
Callahan, Dan (Laboratory Coordinator) M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.	Lecturer
Deveau, Amy Ph.D., University of Virginia-Chemistry; B.S., Stonehill College-Chemistry.	Assistant Professor
Stubbs, John Ph.D., University of Minnesota-Physical Chemistry; B.A., University of Minnesota at Morris - Chemistry and German.	Assistant Professor
Sweezy, Mark Ph.D., University of Vermont- Microbiology and Molecular Genetics; B.A., Western State College of Colorado- Biology.	Assistant Professor
Syvinski, Christopher M.S., Clarkson University- Chemistry; B.S., Clarkson University- Chemistry.	Laboratory Instructor
Vesenska, James Ph.D., University of California, Davis-Physics; M.S., University of California, Davis-	Associate Professor

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## Biological Sciences

**Degree:** Bachelor of Science with a major in Biological Sciences

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Lawrence Fritz (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)

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### Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

### Major Program Description

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

### Transfer Credit and Advanced Standing

See [Biology Majors: General Information](#)

### Curricular Requirements

	Credits
<a href="#">University Core Requirements.</a>	<b>42-43</b>
<b>Program Required Courses</b>	<b>21-25</b>
BIO 100-Biology I (included in core requirements)	4
BIO 101-Biology II	5
BIO 200-Genetics	5
BIO 400 - or higher level elective (not satisfied by Internship/Research)	3-4
<i>Topic Areas- (to be selected in consultation with advisor)</i>	
See <a href="#">Biology Majors: General Information</a> for details	
Physiology topic area	3-4
Ecology topic area	3-4
Organismal topic area	3-4
<b>Program Required Science and Mathematics Courses:</b>	<b>31-32</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
or CHE 310 - Fundamentals of Biochemistry	4
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180 - Precalculus	3
<i>Physics</i>	
PHY 110 - Physics I	4
PHY 111 - Physics II	4
Open Elective Courses (as needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

### Additional Information: Honors Program and Internship Eligible

See [Biology Majors: General Information](#)

### Department of Biological Sciences Faculty

See [Biology Majors: General Information](#)

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## Business Administration

**Degree:** Bachelor of Science with a major in Business Administration

**College:** College of Arts and Sciences

**Department:** Business Administration

**Contact:** Dr. James Breyley (Chair) [jbreyley@une.edu](mailto:jbreyley@une.edu)

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### Mission Statement

The mission of the Department of Business Administration is to provide competent, supportive faculty and to offer relevant curricula that will help prepare students to cope with and thrive in an ever-changing world. More specifically, the department strives:

- to prepare students for ethically and socially responsible roles in business and society;
- to develop in students the ability to recognize, analyze, and solve problems;
- to help students achieve their personal and career goals; and
- to prepare students for entry-level positions in either the private or public sector and/or to prepare students for coursework at the graduate level.

### Major Program Description

The bachelor of science degree in business administration is designed to supplement the University's liberal arts core curriculum. In particular, its goals are:

- to facilitate students' acquisition of a basic business knowledge base in the functional areas of business including, but not limited to, accounting, business law, economics, finance, management, and marketing;
- to facilitate students' acquisition of technical skills and competencies in computer information systems and quantitative techniques;
- to provide professional job search and experience;
- to facilitate students' ability to integrate their knowledge of the functional areas of business with their technical skills and competencies and their professional experiences and to apply that knowledge and those skills.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

	<u>Credits</u>
<b>University Core Requirements</b> (includes MAT 120)	<b>42-43</b>
<b>Program Required Courses</b>	<b>45</b>
BUAC 201 - Financial Accounting	3
BUAC 203 - Managerial Accounting	3
BUEC 203 - Macroeconomics	3
BUEC 204 - Microeconomics	3
BUFI 302 - Personal Finance	3
BUFI 315 - Financial Management	3
BUMG 200 - Management	3
BUMG 311 - Business and Society Relations	3
BUMG 325 - Legal Environment of Business	3
BUMG 335 - International Business or BUMK 405 - Sales Management	3
BUMG 495A - Internship	3
BUMG 498 - Administrative Policy and Strategy	3
BUMK 200 - Marketing	3
CITM 100 - Introduction to Microcomputer Software	3
MAT 110 - Quantitative Reasoning	3
<b>Business Elective Required Courses</b>	<b>15</b>
<i>Choose FIVE of the following courses*</i>	
BUEC 370 - Money, Credit and Banking	

BUEC 380 - Economic Development of the United States  
 BUEC 390 - Environmental Economics  
 BUFI 321 - Investment Management  
 BUFI 370 - Risk Management  
 BUMG 301 - Organizational Behavior  
 BUMG 302 - Human Resource Management  
 BUMG 311 - Business and Society Relations  
 BUMG 312 - Entrepreneurship/Small Business Management  
 BUMG 328 - Employment Law  
 BUMG 335 - International Business (cannot count here if used as program required course)  
 BUMG 360 - Leadership  
 BUMG 400 - Management Seminar  
 BUMG 495B - Internship in Business Administration  
 BUMK 301 - Services Marketing  
 BUMK 310 - Advertising  
 BUMK 400 - Marketing Seminar  
 BUMK 405 - Sales Management (cannot count here if used as program required course)  
 COD 220 - Communication Dynamics in Organizations  
 \*(One BUEC, and One BUMG, and One BUFI required as business electives).

Open Elective Courses (as needed to reach 120 credits)

variable

**Minimum Total Required Credits**

**120**

### Program Standards

Department of Business Administration majors and minors must earn at least a C- in all Department courses. See Academic Policy also.

### Minors in the Department of Business Administration

A student with a major in another department may, with the permission of the Business Administration Department Chair, minor in **Business Administration** or **Computer Information Technology Management**, or **Communications**. See below for details.

A student with a major in Business Administration may, with the permission of the Department Chair, minor in Computer Information Technology Management or Communications. See below for details.

### Minor - Business Administration

#### Program Required Courses

**Credits**

BUAC 201 - Financial Accounting

3

BUMK 200 - Marketing

3

BUMG 200 - Management

3

Business Electives

9

**Total Credits**

**18**

### Minor - Computer Information Technology Management

#### Program Required Courses

**Credits**

CITM 100 - Introduction to Microcomputer Software

3

CITM 201 - Introduction to Information Technology

3

CITM 202 - Computer Networking Fundamentals

3

CITM 301 - Network Operating Systems

3

CITM 302 - Fundamentals of Web Design

3

CITM 303 - Introduction to Programming

3

CITM 305 - Database Management

3

**Total Credits**

**21**

### Minor - Communication

The Minor in Communications examines questions about society, business and communication practices with critical attention to the newest media and computer-related technologies. Students will explore communications theory and also learn how to communicate effectively using a full range of media channels including new media technology. Upon completion of the minor students will be able to

- Demonstrate an understanding of the history and evolution of communication and the role of societies and institutions in shaping communications;
- Articulate and apply the theories and best practices for the use and presentation of images and digital information including audio and video;
- Apply tools and technologies used in the communications professions.

#### Program Required Courses

**Credits**

COD 311 - Digital Video and Audio Production

3

COD 410 - Writing for Digital and New Media	3
<b>Program Elective Courses (select four of the courses below)*</b>	
COD 110 - Introduction to Communication	3
COD 210 - Understanding Media	3
COD 220 - Communication Dynamics in the Organization	3
COD 300 - Photo and Video Documentation	3
SOC 180 - Visual Sociology	3
SOC 255 - Globalization of Technology	3
SOC 260 - Cross Cultural Communication	3
CITM 302 - Fundamentals of Web Design	3
*Maximum 6 credits for non-COD prefix courses apply.	
<b>Total Credits</b>	<b>18</b>

### Business Administration Faculty

Breyley, James (Chair) Ph.D., Arizona State University; M.S., Colorado State University; B.A., Northwestern University	Associate Professor
Daley, Michael Ph.D., M.A., University of New Hampshire, Whittemore School of Business and Economics- Economics; B.S., University of Maine at Orono- Chemical Engineering	Assistant Professor
Habraken, Joseph W. M.A., The American University; B.A., B.S. Kent State University; Microsoft Certified Professional; Cisco Certified Network Associate.	Assistant Professor
Leach, Thomas M.B.A., Eastern Michigan University; B.A., Michigan State University-Business Administration	Associate Professor
Luhman, John Teta Ph.D., New Mexico State University; M.A. and B.A., The American University	Assistant Professor

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## Chemistry

**Degree:** Bachelor of Science with a major in Chemistry

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Jerome Mullin (Chair) [jmullin@une.edu](mailto:jmullin@une.edu)

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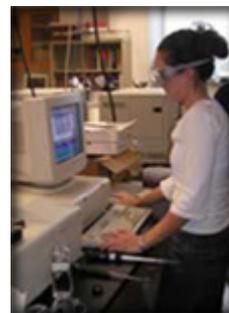
[Department Website](#)

### Mission Statement

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### Major Program Description

The bachelor of science degree in chemistry stresses the important fundamental aspects of the discipline, including analytical chemistry, biochemistry, organic chemistry, inorganic chemistry, and physical chemistry. Classroom work in each of these essential areas is complemented with laboratory exercises designed to illustrate important chemical principles and provide students with hands-on experience in the important classical and instrumental techniques of chemistry. While the chemistry core courses provide both depth and breadth in the basic areas of chemistry, students also have the opportunity to study selected areas of modern chemistry more intensively in advanced elective courses and in undergraduate research. The department's courses stress the integration of theory and experiment, the development of critical thinking and problem solving skills, and the cultivation of oral and written communication skills. The department's faculty members are highly committed to undergraduate education in general and undergraduate research in particular. One of the strengths of the department's programs is the opportunity it provides for students to become involved in undergraduate research in collaboration with a faculty mentor.

The curriculum is designed to meet the requirements of the American Chemical Society Committee on Professional Training. Students will be well prepared for entry into a variety of laboratory positions or for entry into graduate programs in many areas of science. Chemistry graduates typically are very well prepared for entry into professional programs such as medical, dental, or veterinary schools. The department is well equipped with modern laboratory instrumentation, available to students in laboratory courses and research projects.

### Admission Requirements

Preferred conditions for entry into the chemistry major are completing of at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics. See [Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

[University Core Requirements.](#)

**Required Program Courses**

CHE 110 - General Chemistry I

CHE 111 - General Chemistry II

**Credits**  
**42-43**

4

4

CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 280 - Intermediate Inorganic Chemistry	2
CHE 307 - Quantitative Analysis	5
CHE 350 - Biochemistry I: Proteins	5
CHE 370 - Physical Chemistry I	4
CHE 371 - Physical Chemistry II	3
CHE 375 - Advanced Laboratory	2
CHE 407 - Instrumental Methods of Analysis	5
MAT 190 - Calculus I (included in core requirements)	
MAT 195 - Calculus II	4
MAT 200 - Calculus III	4
PHY 210 - University Physics I	4
PHY 211 - University Physics II	4
<b>Flexible Required Program Course (at least one)</b>	
<i>Select a minimum of one course below that is at least 3 credits. Consult with your academic advisor for approval for selection of advanced CHE courses not listed below.</i>	
CHE 380 - Inorganic Chemistry, or	3
CHE 405 - Medicinal Chemistry, or	3
CHE 420 - Spectroscopic Methods of Structural Analysis, or	3
CHE 410 - Research I	1-4
<b>Minimum Required Program Credits</b>	<b>63</b>
Open elective courses (as needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

### Program Standards

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

### Minor in Chemistry

A student with a major in another department may minor in Chemistry with the permission of the Chemistry and Physics Department Chair. Twenty-three hours of course work is required for the Minor in Chemistry as specified below. This minor indicates a significant level of accomplishment in the important foundation areas of Chemistry.

CHE 110 General Chemistry I **4 cr**

CHE 111 General Chemistry II **4 cr**

CHE 210 Organic Chemistry I **5 cr**

CHE 211 Organic Chemistry II **5 cr**

CHE 307 Quantitative Analysis **5 cr**

The chemistry course grade point average must be maintained at 2.00 (C) or better. Please note that there are no substitutions for the Organic Chemistry requirements.

### Department of Chemistry and Physics Faculty

Mullin, Jerome (Chair) Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.	Professor
Bilotta, Paul M.S., University of Tennessee- Analytical Chemistry; B.S. Merrimack College – Chemistry.	Laboratory Instructor
Callahan, Dan (Laboratory Coordinator) M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.	Lecturer
Deveau, Amy Ph.D., University of Virginia-Chemistry; B.S., Stonehill College-Chemistry.	Assistant Professor
Stubbs, John Ph.D., University of Minnesota-Physical Chemistry; B.A., University of Minnesota at Morris - Chemistry and German.	Assistant Professor
Sweezy, Mark Ph.D., University of Vermont- Microbiology and Molecular Genetics; B.A., Western State College of Colorado- Biology.	Assistant Professor
Syvinski, Christopher M.S., Clarkson University- Chemistry; B.S., Clarkson University- Chemistry.	Laboratory Instructor
Vesenka, James Ph.D., University of California, Davis-Physics; M.S., University of California, Davis-	Associate Professor

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## Dental Hygiene (Bachelor Degree)

**Degree:** Bachelor of Science with a major in Dental Hygiene

**College:** Health Professions

**Department:** Dental Hygiene

**Contact:** Bernice Mills, RDH, MS, BS [bamills@une.edu](mailto:bamills@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Admission Requirements](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Program Standards](#)

[Department Website](#)

### Mission Statement

To provide state of the art training and instruction in the field of dental hygiene; to produce the highest quality registered dental hygienists at the bachelor of science level; to graduate contributing members of the health care community who are prepared for a broader range of careers in dental hygiene, community health, administration, research, or teaching; and to establish a foundation for graduate study.

### Major Program Description

The University of New England offers associate and bachelor degrees in dental hygiene on the Westbrook College Campus. **The Bachelor of Science program is intended for students already holding the Dental Hygiene-Associate Degree.** (See Dental Hygiene-Associate Degree if you are just beginning your career in dental hygiene or if you have credits in dental hygiene without a completed degree).

In their clinical coursework students work under the close supervision of experienced faculty in the on-site dental hygiene clinic providing direct dental health care to diverse patients. The bachelor of science program advances education in dental hygiene skills and prepares students for a broader range of careers in dental hygiene, community health, administration, research, or teaching. Internships and additional clinical experiences are gained in area schools, nursing homes, community agencies, and in private practices. Dental hygiene students observe dentists in preventive, periodontic, and other specialty areas of dentistry.

The bachelor of science degree program builds upon the knowledge obtained at the associate level with core curriculum courses in the arts and sciences and upper division courses in dental hygiene, management, health care, science or psychology. In addition, students have the opportunity to engage in the College of Health Professions' innovative Integrated, Interdisciplinary Health and Healing Initiative. This program is designed to prepare students to meet the challenge of the changing health care delivery system and to establish a foundation for graduate study.

### Admission Requirements: Current UNE Dental Hygiene Students

1. Must currently be maintaining a 2.5 GPA.
2. Must have written approval of the director.
3. Must have a current physical examination form on file at UNE.
4. Must complete all degree requirements for graduation for the Dental Hygiene (Associate Degree) program at University of New England.
5. Must submit a "change of major" form.

### Admission Requirements: Dental Hygienist with an Associate Degree

1. Must be a graduate of a dental hygiene program accredited by the American Dental Association Commission on Dental Accreditation.
2. Must have completed the requirements for a Dental Hygiene (Associate Degree) with at least a 2.5 GPA.
3. Must have a written recommendation from the director of the Dental Hygiene Program from which the student is a graduate.
4. Must submit official college transcripts reflecting an overall grade point average (GPA) of 2.5, in addition to a GPA of 2.5 in all science and math courses.
5. Must submit official high school transcripts.
6. Must submit a health record indicating specific findings regarding applicant's complete physical exam.
7. Must complete the UNE admissions application (1-7 must be completed also by all UNE graduates who have not attended UNE for one year or more).

See [University Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

For students transferring from another institution, a minimum of 45 credits in attendance is required for a bachelor of science degree in dental hygiene. That is, you must take at least 45 credits at UNE. 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. Other restrictions apply.

See [University Undergraduate Admissions](#) also.

### Curricular Requirements

	Credits
<b>University Core Requirements</b>	
BIO 208 - Anatomy and Physiology I or BIO 108 Human Biology I	4
BIO 209 - Anatomy and Physiology II or BIO 109 Human Biology II	4
BIO 226 - Microbiology	4
LILE 201 or LILH 201 - Human Traditions	3
LILE 202 or LILH 202 - Human Traditions	3
CHE 130 - Principles of Chemistry	4
CIT 400 - Citizenship Seminar	1
Creative Arts Experience	3
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
Humanities Exploration	3
SPC 100 - Speech-Exploration	3
Advanced Humanities (2 courses)	6
MAT 120 - Statistics	3
PSY 220 - Sociocultural Context of Human Development I	3
PSY 270 - Sociocultural Context of Human Development II	3
Open elective course	3
<b>Minimum University Core Requirement Credits</b>	<b>57</b>
<b>Major Courses</b>	<b>63</b>
DEN 101 - Dental Anatomy, Oral Histology, and Embryology	3
DEN 102 - Head and Neck Anatomy	3
DEN 210 - Nutrition	3
DEN 211 - Clinical Dental Hygiene I	4
DEN 212 - Clinical Dental Hygiene II	4
DEN 213 - Radiology	3
DEN 217 - Preservation of Tooth Structure	3
DEN 221 - Concepts of Community Health	3
DEN 301 - Advanced Clinical Dental Hygiene I	5
DEN 302 - Advanced Clinical Dental Hygiene II	5
DEN 305 - General and Oral Pathology	3
DEN 308 - Dental Pharmacology	3
DEN 330 - Periodontology	3
DEN 340 - Clinical Periodontology for Dent Hygienists	3
DEN 436 - Seminar: Current Concepts in Dental Hygiene I	3
DEN 437 - Seminar: Current Concepts in Dental Hygiene II	3
DEN 470 - Dental Hygiene Internship	3
Professional Elective(s) - <i>Should be selected with approval of your program director or academic advisor-must be 300 level or higher.</i>	3
Integrated, Interdisciplinary Health and Healing Course	3
<b>Minimum Major Course Requirement Credits</b>	<b>63</b>
<b>Minimum Required Total Credits</b>	<b>120</b>

### Program Standards

A minimum grade of "C-" is required in all BIO, CHE, and DEN prefix courses and a "C-" must be achieved in all prerequisites for these courses. See Academic Policy and Regulations also.

### Department of Dental Hygiene Faculty

Mills, Bernice, R.D.H. Director, M.S., University of Southern Maine; B.S. Indiana University; A.S., Westbrook College.	Associate Professor
Beaulieu, Ellen Glidden, R.D.H. Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii; A.S., Forsyth School for Dental Hygienists.	Professor
Collard, Ruth Brown, R.D.H. B.S., University of Minnesota.	Clinical Instructor
Dufour, Lisa A., R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College.	Professor
Dunfey, Eileen, R.D.H. B.A., University of New Hampshire; A.S., Westbrook College	Clinical Instructor
Harmer-Beem, Marji, R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College.	Assistant Professor

Krause, Laura E., D.D.S. D.D.S., University of Missouri-Kansas City; B.S., University of Kansas.	Assistant Professor
Orme, Lawrence, D.D.S. D.D.S., Georgetown University; B.S., Washington and Lee University	Assistant Professor
Queen, Heather, R.D.H. B.S., A.S., University of New England.	Clinical Instructor
Walsh, Jane J.D., University of Southern Maine Law School; B.S., University of Southern Maine Orono.	Assistant Professor

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

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

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

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## Education: Undergraduate Majors with Teacher Certification

### Elementary Education K-8

### Secondary Education 7-12

### Art Education K-12

**Degrees:** Bachelor of Arts or Bachelor of Science

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)



#### [Mission Statement](#)

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### Mission Statement

The mission of the Department of Education is to develop - through research, service, and innovative teaching - reflective teachers and school leaders who are competent and caring lifelong learners. In addition to the mission statement, the Department of Education has identified four guiding principles to clearly specify goals for our students. These principles are:

- Rigorous of mind
- Compassionate of heart
- Competent demonstration
- Reflective stance

"Rigorous of mind" and "compassionate of heart" are overlapping principles we want to build in our students. Tasks may require primarily one principle-describing a theory in leadership-yet many times an overlap occurs when one applies knowledge to the school setting-how can a theory in leadership be used to benefit the school environment and impact student learning? Hence, as these two principles "rigorous of mind" and "compassionate of heart" are played out, the essence of both is our commitment to requiring "competent demonstration" from our students whether they are aspiring to be teachers or school leaders or are presently teachers or school leaders pursuing an advanced degree. The fourth principle, "reflective stance," encompasses the first three principles, since it is critical that our students are continuously reflective in all aspects of their work. These four principles work with our mission statement to define our commitment to our students. Since programs in the Department of Education are aligned with state teacher certification standards, only individuals who demonstrate that they possess the knowledge, skills, professional attitude, and commitment to future students will be recommended by the institution for certification. The goal of the Department of Education and the University is to graduate teachers who reflect rigorous of mind, compassionate of heart, competent demonstration and reflective stance. That is, we seek students who are suitable to contribute to the teaching profession.

### Undergraduate Programs of Study

All four teacher certification programs described below are **approved by the Maine State Board of Education** as meeting the state standards for certification.

#### 1. Elementary Education Major with K-8 certification

Students complete a four-year curriculum leading to a bachelor of science degree in elementary education and earn Maine certification to teach in grades K - 8. There is also an option to complete all of the courses in the program without participating in the internship. In this case, students complete a bachelor of science in Educational Studies without the K-8 certification.

#### 2. Secondary Certification (grades 7-12) linked with a major in Biology, Chemistry, English, Environmental Science, Environmental Studies, History or Mathematics

Students complete a four-year curriculum leading to a bachelor's degree in a content area such as biology, chemistry, English, environmental science, environmental studies, history or mathematics and additionally complete the secondary professional education sequence culminating in a semester of student teaching to earn

Maine certification to teach grades 7-12 in the major area of focus which falls under the certification categories of life science, physical science, English, history or mathematics.

### 3. Art Education Major with K-12 Certification

Students complete a four-year curriculum leading to a bachelor's degree in art education (a major offered in collaboration with the Fine Arts Department) and earn Maine certification to teach art, grades K-12.

### 4. Post-Baccalaureate Teacher Certification Program (TCP)

Students who already hold a bachelor's degree can complete the professional education core sequence only to become eligible for state certification in grades K-8, secondary certification (7-12 in the areas of life science, physical science, English, history, mathematics) or art education, K-12.

## Admission Requirements and Program Standards

### 1. Bachelor's with certification

Candidates for all undergraduate education programs not already possessing a bachelor's degree must meet the core requirements of the College of Arts and Sciences and the requirements for their major. Elementary certification requirements for the major rests solely within the Department of Education. Secondary certification students and art education students must meet two sets of major requirements involving their content major as well as the requirements for professional certification. Hence, undergraduates seeking secondary or K-12 art certification should consult first with their content advisor and next with their education advisor within the Department of Education. An additional application form must be filed for those seeking secondary or art education certification, since an applicant must have a minimum cumulative grade point average of 3.0 in their content teaching area and all courses counted in the content teaching field must be passed with a "B" or better. Application forms may be obtained from the major advisor or from the secondary education/art education advisor in the Department of Education.

Each undergraduate student will be reviewed for admission to advanced standing when s/he has completed approximately 60 credit hours. Advanced standing is earned by achieving minimums of a 3.0 cumulative grade point average in professional education courses with no course grade below a C; 3.0 in content area classes for those pursuing secondary or art education certification; and a 2.5 cumulative grade point average across all courses including the core curriculum and electives. Grade point averages will be calculated using only courses taken at UNE (the cumulative grade point average) and using transfer courses if accepted as a part of the professional program (the cumulative professional grade point average). Students who do not meet these grade-point average requirements must improve their grade-point average before continuing in education courses. If a grade below C is attained in a professional education course, that course must be retaken until at least a C is received before additional education courses can be taken. Also at the time of the 60-credit review, students must pass the Praxis I Pre-professional Skills Tests (PPST) or the Praxis I Computer-Based Test (CBT) using the state of Maine minimum scores. Undergraduate transfer students who bring in more than 60 transfer credits have up to one year to pass Praxis I or before the internship application deadline, whichever comes first. If Praxis I is not passed at the time of these deadlines, no further certification courses may be taken and if a student is at the point of internship, the application will not be accepted which automatically restricts the student from participating in the internship the following semester.

As of the October 1, 2006 application deadline for internships beginning the spring of 2007, all students must show evidence of passing Praxis II before the internship application deadline.

Students may obtain PPST registration information and Praxis II registration information from the Department of Education office or from the Educational Testing Service website.

In addition to these achievement requirements, students admitted to UNE's teacher education programs are assessed systematically for the purpose of determining their professionalism and suitability for teaching. Students complete self-assessment questionnaires in each professional education course and these are reviewed by faculty. If serious reservations arise in two or more of the assessments, a committee will convene to determine a student's continuance in the program. Finally, students must participate in the Professional Education Review Board (referenced later in this section of the catalog) at which competency in the ten Maine teaching standards must be shown.

### 2. Post-baccalaureate teacher certification program (TCP)

For those students who already possess a bachelor's degree, an application form for the Teacher Certification program must be submitted to the Admissions Office. This form must be accompanied by a personal essay, three letters of recommendation, a completed transcript analysis from the Maine Department of Education, documentation of passing Praxis I, and an official university transcript verifying successful completion of the bachelor's degree with a minimum grade point average of 2.5 and, if seeking secondary or art certification, a minimal grade point average of 3.0 in the subject field in which one wishes to teach.

Students are permitted to transfer a maximum of 9 credits into the TCP if the courses are determined to be equivalent to UNE requirements. A transcript of the graduate work, course description and syllabus must be submitted to your education advisor to begin the process of review.

All professional education courses must be passed with a C or better. Students receiving a grade below C in any education course must retake the course until at least a C is attained and cannot take additional courses until this requirement is met.

As of the October 1, 2006 application deadline for internships beginning the spring of 2007, all students must show evidence of passing Praxis II before the internship application deadline.

Students may obtain Praxis II registration information from the Department of Education office or from the Educational Testing Service website.

In addition to these achievement requirements, students admitted to UNE's teacher education programs are assessed systematically for the purpose of determining their professionalism and suitability for teaching. Students

complete self-assessment questionnaires in each professional education course and these are reviewed by faculty. If serious reservations arise in two or more of the assessments, a committee will convene to determine a student's continuance in the program. Finally, students must participate in the Professional Education Review Board (referenced later in this section of the catalog) in which competency in the ten Maine teaching standards must be shown.

All TCP coursework including the internship should be completed within a five-year timeframe. A delay beyond the five years might warrant the retaking of course work. Furthermore, if state certification requirements change prior to your completion even within the five year timeframe, those changes must be incorporated into a revised plan program in order to meet state certification regulations.

### Transfer Credit and Advanced Standing

See [University Undergraduate Admissions Requirements](#)

### Curricular Requirements

#### Elementary K-8 certification

<a href="#">University Core Requirements</a> minimum	<b>42</b>
<b>Professional Core Courses Minimum</b>	<b>57</b>
EDU 105 - Introduction to Schools <sup>1, 2</sup>	3
EDU 133 - American Education <sup>1, 2</sup>	3
EDU 202 - Curriculum Theory & Design <sup>1</sup>	3
EDU 209 - Creative Arts in Learning <sup>1, 2</sup> (fulfills Creative Arts Core Requirement)	
EDU 217 - Teaching Reading <sup>1</sup>	3
EDU 220 - Exceptionality in the Classroom <sup>1</sup>	3
EDU 320 - Language Arts <sup>1</sup>	3
EDU 321 – Children's Literature <sup>2</sup>	3
EDU 330 - Educational Psychology and Classroom Management <sup>1</sup>	3
EDU 361 - Teaching Social Studies in Elementary School <sup>1</sup>	3
EDU 367 - Teaching Science in Elementary School <sup>1</sup>	3
EDU 373 - Teaching Elementary School Mathematics <sup>1</sup>	3
EDU 430 - Educational Assessment and Evaluation <sup>1</sup>	3
EDU 485 - Elementary Practicum <sup>1, 2</sup>	3-4
EDU 490 - Elementary Education Internship and Seminar <sup>1</sup>	15

<sup>1</sup> Indicates a field experience requirement.

<sup>2</sup>Not required for those in the Post-Baccalaureate Teacher Certification Program

#### Mathematics

MAT 130 - Math for Elementary School Teachers	3
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#### Open Elective Courses (needed to reach 120 credits)\*\*

At least three credits must have an HIS prefix either in the CORE or in Free Elective section. Liberal Arts and Science courses are highly recommended as preparation for Praxis exam. Consult your academic advisor when selecting free electives.

**Minimum Required Total Credits** **120**

**\*\*Program Standards-Accreditation Importance Notice**

The Education Certification Programs are approved by the Maine Department of Education and meet documented state standards. Please note that state requirements can change over time, which can affect curriculum and test requirements for students. Please check with your education advisor to obtain any updates.

**Suggested EDU sequence of courses for Elementary Certification****First Year**

EDU 105 - Introduction to Schools - Fall

EDU 133 - American Education - Spring

**Second Year**

EDU 202 - Curriculum Theory &amp; Design - Fall

EDU 209 - Creative Arts in Learning - Spring

EDU 217 - Teaching Reading - Fall

EDU 220 - Exceptionality in the Classroom - Fall or Spring

MAT 130 - Math for Elementary Teachers - Spring

**Third Year**

EDU 320 - Language Arts - Spring

EDU 330 - Educational Psychology &amp; Classroom Management - Fall

EDU 361 - Teaching Social Studies in Elementary Schools - Spring

EDU 367 - Teaching Science in Elementary Schools - Fall

EDU 321 - Children's Literature- Spring

EDU 373 - Teaching Elementary School Mathematics - Spring

**Fourth Year**

EDU 430 - Educational Assessment and Evaluation - Fall

EDU 485 - Elementary Practicum - Fall

EDU 490- Elementary Education Internship and Seminar - Spring

**Bachelor's Degree in Educational Studies *without Elementary Certification***

A student in the elementary education program may elect to pursue a bachelor's degree in education without leading to certification. In this case, the Elementary Education internship is not a part of the program. Students are required to change their major to **Educational Studies** *and* complete an extra 15 credits of approved coursework which might include an internship in another area. Consult your academic advisor when selecting the remaining free electives.

**Secondary, 7-12 or Art Education, K-12**

<a href="#">University Core Requirements</a> minimum	<b>42</b>
<b>Subject major (see requirements for your area—Biology, Chemistry, Environmental Science/Studies, English, History, Mathematics, Art)</b>	Varies
<b>Professional Core Courses</b>	
EDU 105 – Introduction to Schools <sup>1, 2</sup>	3
EDU 133 - American Education <sup>1</sup>	3
EDU 202 – Curriculum Theory & Design <sup>1</sup>	3
EDU 220 - Exceptionality in the Classroom <sup>1</sup>	3

EDU 330 – Ed Psychology & Classroom Management<sup>1</sup> or PSY 270- Socio-cultural Context, HD II 3

Select the appropriate one:

EDU 436 – Teaching Secondary English<sup>1</sup>

EDU 437 – Teaching Secondary Science<sup>1</sup>

EDU 438 – Teaching Secondary Social Studies<sup>1</sup>

EDU 439 - Teaching Secondary Mathematics<sup>1</sup>

EDU 441 – Art Education Methods<sup>1</sup>

EDU 430 - Educational Assessment and Evaluation<sup>1</sup>

EDU 486 -Secondary or Art Education Practicum<sup>1, 2</sup>

Select the appropriate one:

EDU 492 – Secondary Internship and Seminar<sup>1</sup>

EDU 493 – K-12 Internship and Seminar<sup>1</sup>

<sup>1</sup> Indicates a field experience requirement.

<sup>2</sup>Not required for those in the Post-Baccalaureate Teacher Certification Program

### Minimum Required Total Credits

120

### Field Experience

The faculty in the Department of Education are committed to ongoing and frequent observation and involvement in schools. The teacher education programs at UNE have a specific competency-based focus to meet the ten Maine standards for teacher certification. All students engaged in teacher preparation will spend time in a field setting in each of the semesters for which they are registered for professional education courses. Involvement in the schools will be connected to specific, course-related tasks (e.g., observation, the teaching of lessons, conducting of experiments, administration of assessments, etc.) The actual number of hours spent in the school setting will depend upon the number and nature of the courses in which students are involved. Transportation to and from schools is the responsibility of the student.

### Internship

Courses may not be taken during the internship semester, so all required coursework must be completed the semester prior to the internship. Admission to the internship is not guaranteed (see section on “Admission requirements and successful progression in the program”). In addition, the student should have:

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

The selection of individual internship sites will be made by the Certification and Placement Officer. Geographical location relative to UNE is a consideration. UNE has a collaborative relationship with many districts and selects both schools and teachers based on their interest in and ability to assist interns in demonstrating mastery of the Initial Certification standards. Placement in an internship is not guaranteed. The Department of Education, through its Certification and Placement Officer, will make a good faith effort to negotiate an appropriate placement. Schools have the right to refuse placement requests. The University, at its discretion, will not place students in internship settings (1) where an intern's children or relatives are enrolled, or (2) where a spouse or relative of an intern is currently employed.

### Professional Educator Review Board (PERB)

All students enrolled in the internship must demonstrate their teaching competence with respect to Maine's Ten Standards for Initial Certification before the Professional Educator Review Board (PERB). The Board is comprised of professional educators from area schools as well as UNE faculty. Students are required to develop a portfolio reflecting their proficiency in meeting these state standards and present and defend the portfolio in front of the Board. Passing the PERB is a requirement for completion of the certification program and subsequently being recommended to the Maine State Department of Education for teacher licensure.

### Graduation Requirements

See [University Graduation Requirements](#).

## Department of Education Undergraduate and Graduate Faculty

Hillman, Susan J. (Chair) Ph.D., Indiana University-Curriculum and Instruction; B.S., University of Maine at Orono-Elementary Education.	Associate Professor
Altomari, Cindy MSEd., Temple University – Science Education; B.A., East Stroudsburg State College – Environmental Science.	Certification/Placement Officer
Beaudoin, Michael Ed.D, University of Massachusetts, Amherst; M.A. The American University School for International Service; B.S., University of Maine - Sociology.	Professor
Corkery, Martha Ed.D, Nova Southeastern University – Educational Leadership; M.S., University of Southern Maine – Literacy; B.A., University of Southern Maine – English/Theatre Communication, Minor – Education.	Assistant Professor; Graduate Curriculum Coordinator & Developer
Sadlier, Heather Dwyer Ed.D, University of Maine – Educational Leadership; M.Ed., University of New Hampshire – Literacy; B.A., University of New Hampshire - Psychology.	Assistant Professor
Ford, Charles Ph.D., SUNY at Buffalo - Organization and Administration; M.Ed., B.S., Pennsylvania State University - Communications; B.S., Pennsylvania State University - Mathematics and English; B.A., Taylor University- Natural Sciences.	Professor
Rothermel, Dan Ph.D., University of New Hampshire – Reading and Writing Instruction; M.S., Arizona State University – Physical Education; M.A. Arizona State University – Elementary Education; B.A., Arizona State University – Elementary Education.	Associate Professor
Scarano, Grace Ph.D., Cornell University – Curriculum and Instruction; MSEd., Cornell University – Curriculum and Instruction; B.A., University of Massachusetts at Lowell – Music.	Assistant Professor

## Faculty Mentors and Adjuncts

Bald, Lisa M.S., University of Southern Maine-Literacy Education; B.A., University of Southern Maine-Education.	
Barnhart, David L. Ed.D, Teacher's College, Columbia University - Administration of Special Education; M.A. Teacher's College, Columbia University - Mental Retardation; B.S. Bloomsburg State College - Elementary - Special Education.	
Cannan, David J. MSEd., University of Southern Maine; B.A., Dakota Wesleyan University-Biology/Education	
Cannan, Donald Ed.D., Nova University-Educational Leadership; M.S., University of Maine-School Guidance and Counseling; B.S., Maine Maritime Academy-Marine Engineering	
Coan, Sue M.A., Antioch New England Graduate School – Counseling Psychology; B.A., Simmons College - Communications.	
Cressey, Susan M.S., University of Southern Maine; B.A., University of Connecticut.	
Defazio, Mark M.S., University of Southern Maine - Literacy Education; B.S., University of Southern Maine - English.	
Duford, Harriette M.S., University of New England-Education; B.A., University of Southern Maine-English	
Farrell, Thomas Ed.D., Nova Southeastern University – Educational Leadership; M.A., University of Southern Maine – Administration; B.A., University of Maine at Orono – Political Science.	
Goodness, Judith M.S., University of Southern Maine-Exceptionality; B.S. University of Southern Maine-Elementary Education	
Gnecco, Donald	

Ed.D, Vanderbilt – Educational Administration;  
 M.E.d., University of New Hampshire – Early Childhood Education;  
 B.S., University of Maine at Farmington – Special Education and Elementary Education.

Griffin, Robert  
 M.A., Indiana University of Pennsylvania – Criminology;  
 B.A., Castleton State College – Forensic Psychology - History Minor.

Hancock, Barbara  
 M.Ed., Learning Specialist;  
 B.S. University of New England-Organizational Leadership

Hardison, Barbara  
 M.S., University of Southern Maine-Administration; B.S. Gorham State College-Education

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

Hayes, Walter  
 ABD, Boston University – Mathematics Education;  
 M.S., Gorham State College of the University of Maine – Education;  
 B.S., Gorham State College of the University of Maine - Education.

Iwanusa, Kathryn  
 M.S.Ed., University of New England-General Studies; B.S.Ed., University of Michigan-Music.

Jackson, Bradford  
 CAGS, University of New England – Educational Leadership;  
 M.S, Babson College – Business Administration;  
 B.S., Babson College – Business Administration.

Koch, Larry  
 Ed.D., University of Maine;  
 M.Ed., Elementary Education, State University College, NY;  
 B.A., Secondary Education, State University College, NY.

Knapp, Robert  
 S.T.D., S.T.L., University of St. Thomas ( Rome, Italy ); M.S., Fordham University - Education;  
 M. Div. B.A., St. John's College - Philosophy.

Lambert, Shawn  
 M.Ed, University of Maine-Administration; B.A., Colby College-English

Lawler-Rohner, Marguerite  
 MFA, City University of New York – Painting;  
 BFA, Rhode Island School of Design - Illustration.

MacDonald, Stephanie  
 M.S., University of Southern Maine – Teaching and Learning;  
 B.A., University of Vermont - Biology.

MacKenzie, Melissa  
 M.S., Lesley University – Technology and Education;  
 B.S., University of New England – Medical Biology.

Marcotte, Carol  
 M.S., University of Southern Maine-Education; B.S., University of Southern Maine-  
 Elementary Education

Marecaux, Dorothy  
 M.S., University of Southern Maine-Education;  
 B.S., University of Southern Maine-Elementary Education.

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

Mullen, Pamela  
 M.S., University of Southern Maine-Educational Administration; B.A., Wheaton College-Music  
 with Minor in Education

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

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

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

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

Paquette, Tamiko  
M.S., University of New England; B.A. Trinity College of Vermont-Elementary Education & English

Porter, Alan  
M.Ed., University of Hartford – Administration, B.A. University of Connecticut

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

Sayers, Fran  
Ph.D., Florida State University; M.A., Auburn University; B.G.S., Auburn University.

Sferes, Thomas  
Ed.D., Vanderbilt University - Educational Administration; Ed.M., Teachers College, Columbia University - Foreign Language Methodology; M.A., University of Connecticut - Spanish; B.A., University of Connecticut - Spanish.

Shuttleworth, William  
B.S. SUNY at Geneseo – Education;  
M.S., SUNY at Geneseo – Special Education;  
M.S., Troy State University - Psychology.

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

Tordoff, Arthur  
M.S., University of Maine at Orono – Education;  
B.S. University of Maine at Orono - Education.

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

Trombley, Linda  
M.A., Smith College - Teaching/English;  
B.A., University of Massachusetts - English

Wheeler, Amy  
MSEd., University of Southern Maine-Educational Leadership and Literacy; B.S. Central Connecticut State University-Elementary Education

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### Art Education

**Degree:** Bachelor of Arts with a major in Art Education

**College:** Arts and Sciences

**Department:** Creative and Fine Arts

**Contact:** Dr. Susan Hillman (Chair - Dept. of Education)

[shillman@une.edu](mailto:shillman@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Minor](#)

[Faculty](#)

[Department Website](#)

### Mission Statement

The Fine Arts Department at UNE is staffed by a community of professional artists with national reputations. The mission of the faculty is to nurture and encourage students' individual growth, development and expression. After a firm grounding in the foundations, students are encouraged to develop an original body of work in their preferred medium. Through specific courses in pedagogy and art teaching methodology, delivered through the Education Department, students will come to understand student development, learner diversity, curriculum development and assessment.

### Major Program Description

The Creative and Fine Arts Department in collaboration with the Department of Education offers the bachelor of arts degree in art education. A commitment to liberal arts is the foundation for the Art Education Program. The Creative Arts enhance the quality of our lives through the experience of gallery and museum exhibitions, theater, music and dance performance. This major allows artists to share their education with others through teaching. It fosters an appreciation of the artistic process and mastery of technical skills while simultaneously establishing the fundamentals for a career in education.

Upon successful completion of this program, you will be competent and confident as an artist and well prepared to teach students at all levels from elementary secondary school. You will also learn to become an advocate for art education in the schools and throughout the community.



### Transfer Credit and Advanced Standing

See Undergraduate Admissions

### Curricular Requirements

	Credits
<b>University Core Requirements.</b>	<b>42-43</b>
ART 100 - Drawing I	3
ART 104 - Painting I	3
ART 106 - Two-Dimensional Design	3
ART 113 - Sculpture I	3
ART 114 - Printmaking	3
ART 200 - Drawing II	3
ART 210 - Art History Survey I	3
ART 211 - Art History Survey II	3
ART 260 - Renaissance and Baroque Art <b>or</b>	
ART 270 - Art in the Modern World	3
ART Elective	3
Two additional courses in visual arts (200-499)	6
<b>Art Minimum Required Total</b>	<b>36</b>
<b>Required Education Courses</b>	
EDU 105 - Intro to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 330 - Edu Psych & Classroom Mgmt (required if PSY 270 is NOT taken as part of the core requirement)	
EDU 430 - Educational Assessment and Evaluation	3
EDU 441 - Methods of Art Education	3
EDU 486 - Secondary or Art Ed Practicum	1-4

EDU 492 - Secondary Education Internship and Seminar

15

**Education Minimum Required Total**

Open Elective Courses (as needed to reach 120 credits)

**34**  
variable  
**120****Minimum Required Total Credits****Minor in Creative and Fine Arts**

A student with a major in another department may minor in Creative and Fine Arts with the permission of the Creative and Fine Arts department chair. Eighteen credits hours as indicated below is required:

	<b>Credits</b>
ART 100 - Drawing I	3
ART 101 - Watercolor or	3
ART 104 - Painting	
ART 106 - Two-Dimensional Design	3
ART 113 - Sculpture I	3
ART 210 - Art History Survey I or	
ART 211 - Art History Survey II	3
Fine Art Elective	3
<b>Minimum Required Total Credits</b>	<b>18</b>

**Department of Creative and Fine Arts Faculty**

(Chair)

Still in hiring process at time of posting

Thompson, Charles

M.F.A., Tyler School of Art

B.S., Ball State University

Associate Professor

Gorham, Sarah

M.F.A., Maine College of Art

M.A.T., Tufts University

B.A., Wittenberg University

Assistant Professor

**Adjunct Faculty**

Stephen Burt

M.F.A., State University of New York at Purchase

William Croninger

M.A., Adams State College

B.A., Adams State College

B.S., University of New England

Robert Douquette

B.A., University of New Hampshire

Jim Flahaven

B.F.A., University of North Texas

Charles Michael Howard

M.F.A., Brooklyn College

Katie Fagan Mellow

B.F.A., Portland School of Art

Matt Pineado

M.F.A., The School of the Art Institute of Chicago

Philip Stevens

B.F.A., Portland School of Art

Sharon Townsend

M.A.T., Wesleyan University

Edgar Twilley

M.F.A., Queens College

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## Elementary Education (K-8 Certification)

**Degree:** Bachelor of Science with a major in Elementary Education

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)



[Mission Statement](#)

[Major Program Description](#)

[Admission Requirements](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Additional Information/Faculty](#)

### Mission Statement

The mission of the Department of Education is to develop - through research, service, and innovative teaching - reflective teachers and school leaders who are competent and caring lifelong learners. In addition to the mission statement, the Department of Education has identified four guiding principles to clearly specify goals for our students. These principles are:

- Rigorous of mind
- Compassionate of heart
- Competent demonstration
- Reflective stance

"Rigorous of mind" and "compassionate of heart" are overlapping principles we want to build in our students. Tasks may require primarily one principle-describing a theory in leadership-yet many times an overlap occurs when one applies knowledge to the school setting-how can a theory in leadership be used to benefit the school environment and impact student learning? Hence, as these two principles "rigorous of mind" and "compassionate of heart" are played out, the essence of both is our commitment to requiring "competent demonstration" from our students whether they are aspiring to be teachers or school leaders or are presently teachers or school leaders pursuing an advanced degree. The fourth principle, "reflective stance," encompasses the first three principles, since it is critical that our students are continuously reflective in all aspects of their work. These four principles work with our mission statement to define our commitment to our students. Since programs in the Department of Education are aligned with state teacher certification standards, only individuals who demonstrate that they possess the knowledge, skills, professional attitude, and commitment to future students will be recommended by the institution for certification. The goal of the Department of Education and the University is to graduate teachers who reflect rigorous of mind, compassionate of heart, competent demonstration and reflective stance. That is, we seek students who are suitable to contribute to the teaching profession.

### Major Program Description

This program for undergraduate students has several unique features designed to ensure excellence in content, learning processes, and classroom performance. Excellence demands solid subject matter expertise; thus, students are required to develop a strong liberal arts, and science background to prepare them for the subjects they ultimately will teach. At least half of the undergraduate program (60 credits) must be in the liberal arts and sciences. Excellence demands a thorough understanding of human development and the learning process; consequently, the curriculum includes courses examining all aspects of physical, cognitive, psychological, and moral development and their relationship to the learning process. Excellence demands an ability to integrate academic course work and experience in classrooms; therefore, we begin field experience early in the professional cycle and link it with academic course work.

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

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

### Admission Requirements, Transfer Credit, Program Standards, Accreditation, Curricular Requirements, and Department of Education Faculty

See [Education: Undergraduate Majors with Teacher Certification](#) page.

**Bachelor's Degree in Educational Studies without Elementary Certification**

A student in the elementary education program may elect to pursue a bachelor's degree in education without leading to certification by following the Elementary Education curriculum. In this case, the internship is not a part of the program. Students are required to change their major to **Educational Studies and** complete an extra 15 credits of approved coursework instead of the internship.

**Additional Information including faculty**

See **Education: Undergraduate Majors with Teacher Certification**

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**Program Information:****Biological Sciences Majors****College:** Arts and Sciences**Department:** Biological Sciences**Contact:** Dr. Lawrence Fritz (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)[Curricular Topic Requirements](#)[Secondary Education Certification](#)[Transfer Credit and Advanced Standing](#)[Honors Program](#)[Advisory Committee](#)[Minors in Biological Sciences](#)[Faculty](#)[Department Website](#)**Biological Science Majors**

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

The department offers bachelor of science degrees in aquaculture and aquarium science, biological sciences, marine biology and medical biology. In addition, it also provides a prescribed course of study designed to prepare students for admission to programs in allopathic or osteopathic medicine, physician's assistant, dentistry, physical therapy and occupational therapy. An interdisciplinary major in psychobiology is offered through this department and the Department of Psychology.

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

In addition, all programs stress the importance of field opportunities, research experience and experiential learning. The marine-based programs benefit from the University's state of the art Marine Science Education and Research Center, in addition to its ideal coastal setting with the ocean, estuary, freshwater marshes and ponds, major river drainage basins and large lakes just minutes from campus. The department also offers two graduate degrees (masters level) which are detailed in the graduate portion of this catalog. The department's medically-related programs benefit from interaction with the College of Osteopathic Medicine as well as UNE's graduate programs in physical therapy, occupational therapy and physician assistant. Please visit our graduate programs page for details.



Students are encouraged to enroll in a variety of internal and external internship opportunities including research and job experiences. Students will fulfill requirements for biological science majors by taking courses listed under headings for that specific major. There are also a variety of courses recommended for selection as electives in each degree program. This is to ensure that students, regardless of their major, receive a balanced exposure to major topics in modern biology as they progress through their major field of study. A minimum grade of C- must be achieved in all science and mathematics courses used toward graduation in any of the programs in the Department of Biological Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biological Sciences

**Curricular Topic Requirements**

In each major in biological sciences there are topic area requirements. The following list indicates those courses that can fulfill the various topic area requirements for the different majors.

**Ecology**

BIO 333 - Evolution (Gen, Med)

BIO 335 - Animal / Behavioral Ecology (Gen, Mar, Med)

BIO 350 - Ecology (Gen, Mar, Med)  
 BIO 360 - Oceanography (Gen, Med)  
 BIO 381 - Limnology (Gen, Mar, Med)

### Organismal Biology

BIO 204 - Parasitology (Gen, Mar, Med)  
 BIO 208/9 - Introductory Anatomy and Physiology (Gen)  
 BIO 221 - Principles of Aquaculture (Gen, Med)  
 BIO 222 - Finfish/Shellfish Culture Techniques (Gen, Med)  
 BIO 223 - Health, Nutrition and Feeding Cultured Organisms (Gen, Med)  
 BIO 226 - Microbiology (Gen, Mar, Med)  
 BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Gen, Med)  
 BIO 250 - Marine Biology (Gen, Med)  
 BIO 251 - Plants of New England (Gen, Med)  
 BIO 252 - Natural History of Marine Mammals (Gen, Med)  
 BIO 302 - Gross Anatomy (Gen, Med)  
 BIO 310 - Phycology (Gen, Mar, Med)  
 BIO 319 - Ornithology (Gen, Mar, Med)  
 BIO 320 - Invertebrate Zoology  
 BIO 323 - Principles of Aquarium Operations and Science (Gen, Med)  
 BIO 330 - Comparative Vertebrate Anatomy (Gen, Mar, Med)  
 BIO 331 - Biology of Fishes (Gen, Mar, Med)  
 BIO 355 - Biology of Marine Mammals (Gen, Mar, Med)  
 BIO 420 - Marine Biology Topics (Gen, Mar, Med)  
 BIO 421 - Marine Biology Topics with lab (Gen, Mar, Med)

### Physiology\* (Cellular Biology)

BIO 203 - Histology (Gen, Med)  
 BIO 208/9 - Introductory Anatomy and Physiology (Gen)  
 BIO 215 - Microtechniques (Gen, Med)  
 BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Med, Mar)  
 BIO 309 - Pathophysiology (Gen)  
 BIO 322- Comparative Animal Physiology (Gen, Mar, Med)  
 BIO 340 - Embryology (Gen, Med)  
 BIO 365 - Immunology (Gen, Med)  
 BIO 370 - Cell/Molecular Biology (Gen)  
 BIO 404 - Neuroscience (Gen, Med)  
 BIO 430 - Molecular Biology Topics (Gen, Med)  
 BIO 431 - Molecular Biology Topics with lab (Gen, Med)

#### Note:

*Gen - Fulfills general biology requirement (ecology, physiology (cellular) or organismal) - includes psychobiology*

*Mar - Fulfills marine biology requirement (ecology, physiology (cellular) or organismal) - includes aquaculture*

*Med - Fulfills medical biology requirement (BIO200+ or BIO400+) - includes pre-PA and biochemistry double major*

*BIO 230, BIO 290, BIO 415, BIO 420, BIO 430, BIO 440, BIO 450, BIO 460, BIO 470, or BIO 480 Biology Topics courses may fulfill requirement depending on subject matter and advisor permission.*

*BIO 210, BIO 275, BIO 295, BIO 400, BIO 410, BIO 490 and BIO 495 research, internship and honors courses do NOT meet 200- and 400-level course requirements.*

**See individual major program pages for details.**

### Secondary Education Certification

The department offers biology majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of life sciences. While providing a solid foundation in biology, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

#### Education Courses

Education Courses	Credits
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment & Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15
See Education link for more details.	

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. **All Biology courses previously completed must be no older than five years (eight years for BIO 100 level courses).** Other options and restrictions apply. See [Undergraduate Admissions](#) also.

### Honors Program

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

### Pre-Health Professions Advisory Committee

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

### Minors in Biological Sciences

A biology minor requires 6 (additional) biology courses, including the **introductory biology series** (BIO 100 and 101 or BIO 104 and one of: BIO 150, BIO 100 or BIO 101). For all department of biological sciences majors, this means the biology minor requires an additional 4 biology courses because no single course meets two area requirements. The minor must include specific courses focused in one of the following areas:

- **Animal Studies minors** must complete the **introductory biology series** and BIO 322 Comparative Physiology, BIO 335 Animal Behavior / Behavioral Ecology and two additional organismal topics courses.
- **Aquaculture minors** must complete the **introductory biology series** and BIO 221 Principles of Aquaculture, BIO 222 Finfish/Shellfish Culture Techniques, BIO 223 Health/Nutrition/Feeding Cultured Organisms, and BIO 323 Principles of Aquarium Operations Science.
- **Biology minors** must complete the **introductory biology series** and one organismal, one ecology and one cell/physiology and one additional biology course.
- **Marine Biology minors** must complete the **introductory biology series** and BIO 250 Marine Biology, one ecology topic and two additional organismal topics courses.
- **Medical Biology minors** must complete the **introductory biology series** and BIO 200 Genetics, BIO 245AP+P -1, BIO 345 AP+P II and BIO 370 Cell Biology.

### Department of Biological Sciences Faculty

Fritz, Lawrence, Chair Ph.D., M.S., Rutgers University - Plant Physiology; B.S., SUNY Stony Brook - Biology.	Professor
Angelichio, Michael Ph.D., Tufts University - Microbiology & Molecular Biology; B.S., Pennsylvania State University - Microbiology.	Assistant Professor
Binks, Andrew Ph.D. and B.Sc. University of Newcastle upon Tyne, UK-Physiological Science; M.Sc. University of London-Applied Physiology	Assistant Professor
Brown, A. Christine Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology.	Professor
Bymers, Leah M.S. University of Arizona-Fisheries; B.S. Dalhousie University-Marine Biology and Spanish	Laboratory Coordinator
Daly, Frank J. Ph.D., Boston University-Anatomy and Neurobiology; B.S., Stonehill College-Biology.	Associate Professor
DuDevoir, Deborah Ph.D., Rush University - Immunology/Microbiology; M.S., University of New Hampshire - Entomology; B.A., The King's College - Biology.	Laboratory Instructor
Dutta, Kaushik M.S., University of Arizona - Physiological Sciences; B.A., University of Maine at Farmington - Biology.	Laboratory Instructor
Einsiedler, Linda Ph.D., M.S., Boston University - Microbiology & Immunology; B.S., University of New Hampshire - Microbiology.	Assistant Professor

Fox, Jeri Ph.D., University of Washington-Fisheries Biology; M.S., University of Houston-Marine/Developmental Biology; B.A., University of Tennessee-Biology.	Assistant Professor
Frederich, Markus Ph.D.-Alfred-Wegener Institute for Polar and Marine Research-Germany-Invertebrate Physiology; M.S.-Technical University of Darmstadt-Germany.	Assistant Professor
Ganter, Geoffrey Ph.D., Boston College-Biology; B.S., Atlantic Union College-Biology.	Assistant Professor
Hunt, James Christopher Ph.D., University of California Los Angeles - Biology; B.S., University of Rochester - Biology-Geology.	Assistant Professor
Lussier, Jennifer B.S., Stonehill College-Biology.	Laboratory Instructor
McDonough, Debra Ph.D., University of Colorado-Molecular, Cellular and Developmental Biology; Massachusetts State Teacher Certification, Wellesley College-Education; B.S., Massachusetts Institute of Technology-Biology.	Assistant Professor
Ono, Kathryn Ph.D., University of California-Davis-Zoology; M.A., University of California-Davis-Zoology; B.A., University of California, Santa Cruz-Biology.	Associate Professor
Samuel, Gilbert Ph.D., University of New Hampshire-Parasitology; M.S., University of Madras-Zoology; B.A., University of Madras-Zoology.	Professor Emeritus
Sandmire, David M.D., University of Wisconsin Medical School; M.A., University of Wisconsin-History of Science and Medicine; B.S., University of Wisconsin-Biochemistry.	Associate Professor
Sulikowski, James Ph.D.-Zoology - University of New Hampshire; M.S.-Physiology - DePaul University; M.S.-Marine Biology - Nova Southeastern University; B.S.-Biology - Denison University	Assistant Professor
Weston, Rema M.S.-Environmental Studies-California State University; B.S.-Biology/Psychology-University of Maine	Laboratory Coordinator
Yund, Phil Ph.D., Yale University - Biology; Sc.B., Brown University - Aquatic Biology.	Research Associate Professor and Director, Marine Science Center
Zeeman, Stephan Ph.D., University of South Carolina-Marine Science; M.S., University of Wisconsin-Botany; B.A., University of California at Santa Barbara-Environmental Biology.	Professor
Zogg, Greg Ph.D., University of Michigan-Forest Ecology; M.S., University of Michigan-Forest Ecology; B.S., University of Michigan-Natural Resources.	Associate Professor

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## Chemistry/Secondary Education

**Degree:** Bachelor of Science with a major in Chemistry/Secondary Education

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Jerome Mullin (Chair) [jmullin@une.edu](mailto:jmullin@une.edu)

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### Mission Statement

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

Physics, too, is the study of matter and energy, viewed from a different perspective. To understand living systems and the universe in which we live requires an understanding of the chemical and physical principles that operate within them.

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

### Major Program Description

The bachelor of science degree in chemistry/secondary education is designed for students who wish to become middle or high school teachers of the physical sciences. While providing a solid foundation in the important areas of chemistry, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education. The program provides a sufficiently strong chemistry base that graduates will be well-prepared for entry-level laboratory positions and also for entry into programs of advanced study.

### Admission Requirements

Preferred conditions for entry into the chemistry major are completing of at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics. See [Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

University Core Requirements. Program Required Courses	Credits 42-43
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 280 - Intermediate Inorganic Chemistry	2
CHE 307 - Quantitative Analysis	5
CHE 310 - Fundamentals of Biochemistry*	4
CHE 327 - Applied Physical Chemistry**	3
MAT 190 - Calculus I (included in university core requirements)	
MAT 195 - Calculus II	4
PHY 110 - Physics I***	4
PHY 111 - Physics II****	4
*(CHE 350 + CHE 351) may be substituted for CHE 310	

\*\* (CHE 370 + CHE 371) may be substituted for CHE 327

\*\*\* PHY 210 may be substituted for PHY 110

\*\*\*\* PHY 211 may be substituted for PHY 111

### Flexible Program Required Courses

Select a minimum of two courses below, at least one of which must be a CHE course. Consult with your academic advisor for approval for selection of advanced CHE courses not listed below.

CHE 309 - Introduction to Instrumental Analysis, or	4
CHE 351 - Biochemistry II: Bioenergetics and Metabolism, or	3
CHE 371 - Physical Chemistry II, or	3
CHE 405 - Medicinal Chemistry, or	3
CHE 420 - Spectroscopic Methods of Structural Analysis or	3
ENV 230 - Environmental Geology or	4
BIO 360 - Oceanography	4
<b>Sub Total of Flexible Program Required Courses</b>	<b>6-8</b>
<b>Minimum Program Required Credits</b>	<b>50-52</b>
<b>Education Required Courses</b>	
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Methods of Teaching Secondary Science	3
EDU 486- Secondary or Art Education Practicum	1-4
EDU 492 - Secondary Internship or Seminar	15
<b>Minimum Required Education Credits</b>	<b>34-37</b>
Open electives courses (as needed to reach 126 credits)	variable
<b>Minimum Required Total Credits</b>	<b>126</b>

### Program Standards

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

### Minor in Chemistry

A student with a major in another department may minor in Chemistry with the permission of the Chemistry and Physics Department Chair. Twenty-three hours of course work is required for the Minor in Chemistry as specified below. This minor indicates a significant level of accomplishment in the important foundation areas of Chemistry.

CHE 110 General Chemistry I **4 cr**

CHE 111 General Chemistry II **4 cr**

CHE 210 Organic Chemistry I **5 cr**

CHE 211 Organic Chemistry II **5 cr**

CHE 307 Quantitative Analysis **5 cr**

The chemistry course grade point average must be maintained at 2.00 (C) or better. Please note that this minor will **not** certify the student in secondary education.

### Department of Chemistry and Physics Faculty

Mullin, Jerome (Chair) Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.	Professor
Bilotta, Paul M.S., University of Tennessee- Analytical Chemistry; B.S. Merrimack College – Chemistry.	Laboratory Instructor
Callahan, Dan (Laboratory Coordinator) M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.	Lecturer
Deveau, Amy Ph.D., University of Virginia-Chemistry; B.S., Stonehill College-Chemistry.	Assistant Professor
	Assistant Professor
Stubbs, John Ph.D., University of Minnesota-Physical Chemistry; B.A., University of Minnesota at Morris - Chemistry and German.	

Assistant Professor

Sweezy, Mark  
Ph.D., University of Vermont- Microbiology and Molecular Genetics; B.A., Western  
State College of Colorado- Biology.

Syvinski, Christopher

Laboratory Instructor

M.S., Clarkson University- Chemistry; B.S., Clarkson University- Chemistry.

Vesenka, James

Associate Professor

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

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### English

**Degree:** Bachelor of Arts with a major in English

**College:** Arts & Sciences

**Department:** English

**Contact:** Dr. Anouar Majid, Department Chair [amajid@une.edu](mailto:amajid@une.edu)

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### Mission Statement

Through its avant-garde approach, interdisciplinary course offerings, innovative theoretical models, and accomplished instructors, the English major exposes students to a wide and diverse body of knowledge and provides them with the tools to think, analyze, and write with confidence.

### Major Program Description

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

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Program Required Courses</b>	
ENG 115 - British Literature I	3
ENG 116 - British Literature II	3
ENG 206 - Introduction to Literary Theory and Criticism	3
ENG 200 - American Literature I	3
ENG 201 - American Literature II	3
ENG 329 - Topics in World Literature	3
ENG 405 - Topics in Postcolonial Literature	3
Major Concentration Courses/English Electives	15
<b>Program Minimum Required Total Credits</b>	<b>36</b>
Elective Courses (as needed to reach 120 credits)	variable
<b>Minimum Total Required Credits</b>	<b>120</b>

### Minor in English

A student with a major in another department may minor in English with the permission of the English Department Chair. Eighteen hours of approved course work is required for the Minor in English.

### Additional Information/Secondary Education Certification

The department offers english majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school english teachers (grades 7-12). While providing a solid foundation in english, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

<b>Education Courses</b>	<b>Credits</b>
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3

EDU 430 - Educational Assessment and Evaluation	3
EDU 436 - Methods of Teaching Secondary English/Lang Arts	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See Education for more details.

### Department of English Faculty

Majid, Anouar (Chair) Ph.D., Syracuse University—English; M.A., City University of New York—English; B.A., University of Fez, Morocco—English.	Professor
Anderson, Matthew Ph.D., Yale University—Comparative Literature; M. Phil., Yale University—Comparative Literature; B.A., Colorado College.	Assistant Professor
Frank, Cathrine Ph.D., George Washington University - English Literature; M.A., University of Cincinnati - English Literature; B.A., Wake Forest University.	Assistant Professor
Mahoney, Joseph Ph.D., Pennsylvania State University—English; M.A., Northeastern University—English; B.A., Boston College—English.	Associate Professor
McHugh, Susan Ph.D.-English-Purdue University; M.A.-English-University of Massachusetts; B.A.-English- University of Massachusetts	Assistant Professor
Tuttle, Jennifer Ph.D., University of California, San Diego—Literature; M.A., University of California, San Diego —English and American Literature; B.A., University of California, Irvine—English.	Assistant Professor

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## Environmental Science

**Degree:** Bachelor of Science with a major in Environmental Science

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) [ogrumbling@une.edu](mailto:ogrumbling@une.edu)

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### Mission Statement

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

### Major Program Description

The department offers majors in **environmental science** and environmental studies. Both build upon a sound foundation in basic science, and both provide broad explorations of human interaction with the environment.

During the first two years, course requirements are nearly identical. The difference between the two majors emerges during the final two years in course selection: **environmental science emphasizes scientific aspects of environmental questions**, while environmental studies emphasizes humanistic, social, and political aspects.

During the first year, Department of Environmental Sciences (DES) majors take courses in Environmental Issues, General Biology, and Literature, Nature & Biology (or appropriate substitute) as part of the Green Learning Community (see below). This two-semester program uses an interdisciplinary framework to explore fundamental themes of environmental studies. Moreover, it develops academic and affective skills necessary for successful college learning and collaborative professional work.

During the second year DES students look more deeply into the nature of environmental issues by taking courses in Population, Conservation and Preservation, and Pollution. In addition, the Conservation Field Lab teaches conservation field skills as well as data analysis and environmental communication arts. These interdisciplinary environmental issues courses ensure a broad understanding while preparing students for more advanced study.

Students in the third and fourth years, aided by a faculty advisor, choose advanced courses according to their interests and career plans. Environmental science majors choose science electives in biology, chemistry, physics, marine biology, and psychology, as well as environmental science. Environmental studies majors in the third and fourth years choose advanced courses from the following distribution groups: Conservation and Preservation; Environmental Policy; Arts, Humanities, and Values; Global Ecology and Social Justice.

In both majors, the advanced courses not only stress deeper understanding, but also involve problem solving. Some courses examine the ways that human attitudes affect our environment, while other courses deal with hands-on tasks such as designing a conservation area, restoring a natural ecosystem, or considering technologies to reduce pollution. In order to ensure an intense direct experience of the natural world, the department offers a variety of field study courses, and requires all majors to take at least one. The curriculum culminates with the Senior Capstone in Environmental Studies in which students apply the knowledge and skills they have acquired to a significant environmental question.

### Philosophy

Because the study of environmental issues requires knowledge from a wide range of subjects, DES maintains a firm commitment to interdisciplinary education in our curriculum. DES Core courses utilize knowledge and concepts drawn from the basic sciences as well as from the humanities and social sciences. Upper-division DES courses investigate environmental questions through disciplines such as literature, anthropology, economics, biology, political science, chemistry, physics, and ecology. Through all four years, our curriculum develops the skills necessary for dealing with environmental problems: writing, speaking, critical thinking, computing, research techniques, and media arts. The Environmental Studies Program prepares students to become informed citizens, competent professionals, and lifelong learners.

### The Green Learning Community

As mentioned above, all entering first-year environmental students participate in a year-long learning community focused on the fundamental themes of environmental studies. The Green Learning Community integrates courses as follows: 8 credits for biology, 3 credits for literature (or an appropriate substitute), 3 credits for environmental issues and 2 credits for an integrating seminar experience--for a total of 16 credits over two semesters. This interdisciplinary approach enables students to understand more clearly the relationships between environmental issues, biology and humanities and at the same time improve skills in critical thinking, writing, oral communication, research, and use of computers. Experiential learning activities are central.

### Double Majors

It is possible for DES students to add a second major or a minor in areas such as marine biology, medical biology, political science, history, sociology, and English. DES students interested in a double major should consult with their DES faculty advisor, who in turn will coordinate with an advisor from the second department.

### Secondary Teaching Certification

The department offers environmental sciences majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of science. While providing a solid foundation in environmental studies and science, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

Education Courses	Credits
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See [Education](#) for more details.

### Center for Sustainable Communities

The Center for Sustainable Communities (CSC) is an internship and service learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford campus. Through hands-on involvement with local governments, non-profit organizations, and community groups, students are able to field test academic learning in situations that make tangible the challenge to "think globally, act locally." The most significant partner organization is the Wells National Estuarine Research Reserve. Its mission, research and education about coastal environments, attracts DES faculty researchers as well as student interns.

### Internships and Careers

Internships provide students with an opportunity to practice learned skills in an actual work environment with the guidance of a DES internship coordinator, who helps students match their interests with a work experience that might take place locally, regionally, nationally, or internationally. Internships provide career exploration, and can help establish professional networks that lead to career opportunities upon graduation. The interdisciplinary nature of environmental studies is reflected in the wide variety of careers open to graduates, such as air and water resource management, ecological restoration, education, habitat conservation, park management, toxicology, field research, journalism, environmental advocacy, environmental impact assessment, law and regulation, and environmental health. Our graduates enter both masters and doctoral programs in several of these fields.

### Core Curriculum

Since 1991 the faculty of the College of Arts and Sciences has defined environmental awareness as a major theme in the College's Core Curriculum, and asked the Department of Environmental Studies to deliver the course Introduction to Environmental Issues to all undergraduates regardless of major. The UNE undergraduate college is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

**Program Standards:** All courses that fulfill a degree requirement must be completed with a grade of C- or higher.

### Curricular Requirements

	Credits
<a href="#">University Core Requirements</a>	<b>42-43</b>
(includes 13 credits required by major)	
<b>Program Required Courses including Green Learning Community</b>	<b>21</b>
ENV 100, 101 - Introduction to Environmental Issues (3 cr) (Fulfills University Core Requirement)	
ENV 150, 151 - Intro to The Green Learning Community I/II	2
BIO 100- Biology I (4 cr) (Fulfills University Core Requirement)	
BIO 101- Biology II	4
LIT 121/122 - Exploration: Literature, Nature and Biology (3 cr) or	
BUEC 104/105 - Exploration: Economics in Context (3 cr) (Fulfills University Core Requirement)	
BIO 350- Ecology	4
CHE 110/110L - General Chemistry I	4
CHE 111/111L - General Chemistry II	4
MAT 150 - Statistics for Life Sciences (3 cr) (Fulfills University Core Requirements)	
MAT 180 - Precalculus (prerequisite for Ecology)	3

### Upper-Division Science Electives (see below)\*

Courses totaling 16 credit hours chosen from the list of *Upper-Division Science Electives* offered by the Departments of Environmental Studies, Biological Sciences, Chemistry/ Physics, and Psychology. *This group of courses should be taken during third & fourth years.* **16**

**Interdisciplinary Environmental Issues Courses** **11**

ENV 220 Conservation and Preservation 3  
 ENV 220L Conservation and Preservation Lab 2  
 ENV 210 Pollution and the Environment 3  
 ENV 200 Population and the Environment 3  
*This group should be taken during the second year*

**Environmental Studies Distribution Requirements\*\*** **6-8**

A. Two courses chosen from different distribution groups in the list of Environmental Studies Distribution Requirements

B. One of these courses (in A above) must also appear on the list of Field Studies Courses.

**Internship:** **3-9**

ENV 295 or 495A or 495B

**Senior Capstone in Environmental Studies** **3**

ENV 499 Adv Topics ENV Studies

Open Elective Courses (needed to reach 120 credits)

variable

**Minimum Required Total Credits**

**120**

**\*Upper-Division Science Electives**

Environmental science majors must complete 16 credits from the following list:

BIO 200 - Genetics  
 BIO 220 - Invertebrate Zoology  
 BIO 221 - Principles of Aquaculture  
 BIO 224 - Remote Sensing & GIS  
 BIO 250 - Marine Biology  
 BIO 251 - Plants of New England  
 BIO 252 - Natural History Marine Mammals  
 BIO 290 - Biological Topics/Dir Studies  
 BIO 310 - Phycology  
 BIO 319 - Ornithology  
 BIO 322- Comparative Animal Physiology  
 BIO 326 - Microbial Ecology  
 BIO 331 - Biology of Fishes  
 BIO 333 - Evolution  
 BIO 335 - Animal Behavior/Behavioral Ecology  
 BIO 355 - Biology of Marine Mammals  
 BIO 360 - Oceanography  
 BIO 381 - Limnology  
 BIO 420 - Topics in Marine Biology  
 BIO 450 - Topics in Biology  
 BIO 460 - Topics in Environmental Biology  
 CHE 210 - Organic Chemistry I  
 CHE 211 - Organic Chemistry II  
 CHE 300 - Topics in Chemistry  
 CHE 307 - Quantitative Analysis  
 CHE 309 - Intro to Instrumental Analysis  
 ENV 230/230L - Environmental Geology OR GEO 200/200L - Geology  
 ENV 312/312L - Wetland Conservation and Ecology  
 ENV 314/314L - Restoring Coastal Habitats in the Gulf of Maine  
 ENV 341 - Indigenous Ecology, Conservation Biology, and the Politics of Knowledge  
 PHY 110 - General Physics I  
 PHY 111 - General Physics II  
 PSY 365 - Biological Bases of Behavior

**\*\*Environmental Studies Distribution Requirements List**

(FS indicates Field Studies Course)

**Group One: Conservation, Preservation, Restoration**

ENV 311/311L Design with Nature: Site Planning (FS)  
 ENV 312/312L Wetland Conservation and Ecology (FS)  
 ENV 313/313L Wetland Restoration: Science and Policy  
 ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine (FS)  
 ENV 315 Land Conservation Practicum  
 ENV 316 Land Conservation Practicum with Field Lab (FS)

ENV 317 Case Studies in Preserving Biodiversity and Protected Areas  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Group Two: Environmental Policy

ENV 321 Environmental Policy in Comparative Perspective  
 ENV 322 Environmental Movements and Social Change  
 ENV 323 Environmental Advocacy  
 ENV 324 Environmental Economics/BU EC 390 Environmental Economics  
 ENV 325 Ecological Economics/ BU EC 395 Ecological Economics  
 ENV 326 Case Studies in Environmental Science and Policy  
 ENV 327 Environmental Impact Assessment: Policy and Methods  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Group Three: Arts, Humanities, and Values

ENV 331 Women and the Environment  
 ENV 332 Nature Writers  
 ENV 333 The Nature Writers with Field Lab (FS)  
 ENV 334/334L Contemporary Nature Writing  
 ENV 336 Edward Abbey: Voice Crying in the Wilderness  
 ENV 337 Outdoor Environmental Education (FS)  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Group Four: Global Ecology and Social Justice

ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge  
 ENV 342 Globalization, Locality, and the Environment  
 ENV 343 Environmental Racism and the Environmental Justice Movement  
 ENV 344 Environmental Ethics  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Field Studies Courses

ENV 311/311L Design with Nature: Site Planning  
 ENV 312/312L Wetland Conservation and Ecology  
 ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine  
 ENV 316/316L Land Conservation Practicum with Field Lab  
 ENV 333/333L The Nature Writers  
 ENV 337 Outdoor Environmental Education

*\*\* This group of courses should be taken during third and fourth years.*

### Minor in Environmental Studies

A student with a major in another department may minor in Environmental Studies with the approval of the the Environmental Studies Department Chair. A minimum of eighteen hours of approved course credit in the following courses is required:

ENV 100/101 or ENV 104 - Introduction to Environmental Issues	3
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
And two courses chosen from the list of Environmental Studies Distribution Requirements.	6-8

### Department of Environmental Studies Faculty

Grumbling, Vernon Owen (Chair) Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British and American Literature; B.A., St. Vincent College-English.	Professor
Carter, Jacque (Provost/Vice President for Academic Affairs) Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.	Professor
Baumann-Feurt, Christine M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.	Coordinator, Center for Sustainable Communities
Lemons, John Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach- Zoology.	Professor
Morgan, Pamela Ph.D., University of New Hampshire-Natural Resource Conservation; M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.	Associate Professor
Peterson, Richard Ph.D., M.S., University of Wisconsin-Madison-Environmental Studies; B.A., Michigan State University-International Studies.	Associate Professor

Steen-Adams, Michelle

Assistant Professor

PhD., University of Wisconsin, Madison-Forest Ecology and Management & Environmental Studies (joint degree program); M.S., University of Wisconsin, Madison-Environmental Studies; M.Ed., Leslie University-Middle School Education; B.A., Swarthmore College-Art History.

Simon, Cynthia

Internship Coordinator

M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.

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## Environmental Studies

**Degree:** Bachelor of Science with a major in Environmental Studies

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) [ogrumbling@une.edu](mailto:ogrumbling@une.edu)

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### Mission Statement

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

### Major Program Description

The department offers majors in environmental science and **environmental studies**. Both build upon a sound foundation in basic science, and both provide broad explorations of human interaction with the environment.

During the first two years, course requirements are nearly identical. The difference between the two majors emerges during the final two years in course selection: environmental science emphasizes scientific aspects of environmental questions, while **environmental studies emphasizes humanistic, social, and political aspects**.

During the first year, Department of Environmental Studies (DES) majors take courses in Environmental Issues, General Biology, and Literature, Nature & Biology (or appropriate substitute) as part of the Green Learning Community. (See below.) This two-semester program uses an interdisciplinary framework to explore fundamental themes of environmental studies. Moreover, it develops academic and affective skills necessary for successful college learning and collaborative professional work.

During the second year DES students look more deeply into the nature of environmental issues by taking courses in Population, Conservation and Preservation, and Pollution. In addition, the Conservation Field Lab teaches conservation field skills as well as data analysis and environmental communication arts. These interdisciplinary environmental issues courses ensure a broad understanding while preparing students for more advanced study.

In the third and fourth years students, aided by a faculty advisor, choose advanced courses according to their interests and career plans. Environmental science majors choose science electives in biology, chemistry, physics, marine biology, and psychobiology, as well as environmental science. **Environmental studies majors** in the third and fourth years choose advanced courses from the following distribution groups: Conservation and Preservation; Environmental Policy; Arts, Humanities, and Values; Global Ecology and Social Justice.

In both majors, the advanced courses not only stress deeper understanding, but also involve problem solving. Some courses examine the ways that human attitudes affect our environment, while other courses deal with hands-on tasks such as designing a conservation area, restoring a natural ecosystem, or considering technologies to reduce pollution. In order to ensure an intense direct experience of the natural world, the department offers a variety of field study courses, and requires all majors to take at least one. The curriculum culminates with the Senior Capstone in Environmental Studies in which students apply the knowledge and skills they have acquired to a significant environmental question.

### Philosophy

Because the study of environmental issues requires knowledge from a wide range of subjects, DES maintains a firm commitment to interdisciplinary education in our curriculum. DES Core courses utilize knowledge and concepts drawn from the basic sciences as well as from the humanities and social sciences. Upper-division DES courses investigate environmental questions through disciplines such as literature, anthropology, economics, biology, political science, chemistry, physics, and ecology. Through all four years, our curriculum develops the skills necessary for dealing with environmental problems: writing, speaking, critical thinking, computing, research techniques, and media arts. The Environmental Studies Program prepares students to become informed citizens, competent professionals, and lifelong learners.

### The Green Learning Community

As mentioned above, all entering first-year environmental students participate in a year-long learning community focused on the fundamental themes of environmental studies. The Green Learning Community integrates courses as follows: 8 credits for biology, 3 credits for literature (or an appropriate substitute), 3 credits for environmental studies and 2 credits for an integrating seminar experience--for a total of 16 credits over two semesters. This interdisciplinary approach enables students to understand more clearly the relationships between environmental issues, biology and humanities and at the same time improve skills in critical thinking, writing, oral communication, research, and use of computers. Experiential learning activities are central.

### Double Majors

It is possible for DES students to add a second major or a minor in areas such as marine biology, medical biology, political science, history, sociology, and English. DES students interested in a double major should consult with their DES faculty advisor, who in turn will coordinate with an advisor from the second department.

### Secondary Teaching Certification

The department offers environmental studies majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of science. While providing a solid foundation in environmental studies and science, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

### Education Courses

	<b>Credits</b>
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See [Education](#) for more details.

### Center for Sustainable Communities

The Center for Sustainable Communities (CSC) is an internship and service learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford campus. Through hands-on involvement with local governments, non-profit organizations, and community groups, students are able to field test academic learning in situations that make tangible the challenge to "think globally, act locally." The most significant partner organization is the Wells National Estuarine Research Reserve. Its mission, research and education about coastal environments, attracts DES faculty researchers as well as student interns.

### Internships and Careers

Internships provide students with an opportunity to practice learned skills in an actual work environment with the guidance of a DES internship coordinator, who helps students match their interests with a work experience that might take place locally, regionally, nationally, or internationally. Internships provide career exploration, and can help establish professional networks that lead to career opportunities upon graduation. The interdisciplinary nature of environmental studies is reflected in the wide variety of careers open to graduates, such as air and water resource management, ecological restoration, education, habitat conservation, park management, toxicology, field research, journalism, environmental advocacy, environmental impact assessment, law and regulation, and environmental health. Our graduates enter both masters and doctoral programs in several of these fields.

### Core Curriculum

Since 1991 the faculty of the College of Arts and Sciences has defined environmental awareness as a major theme in the College's Core Curriculum, and asked the Department of Environmental Studies to deliver the course Introduction to Environmental Issues to all undergraduates regardless of major. The UNE undergraduate college is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

**Program Standards:** All courses that fulfill a degree requirement must be completed with a grade of C- or higher.

### Curricular Requirements

	<b>Credits</b>
<a href="#">University Core Requirements</a> (includes 13 credits required by major)	<b>42-43</b>
<b>Program Required Courses including Green Learning Community</b>	<b>17</b>
ENV 100, 101 - Introduction to Environmental Issues (3 cr) <i>(Fulfills University Core Requirement)</i>	
ENV 150, 151 - Intro to The Green Learning Community I/II	2
BIO 100 Biology I (4 cr) <i>(Fulfills University Core Requirement)</i>	
BIO 101 Biology II	4
LIT 121, 122 - Exploration: Literature, Nature and Biology (3 cr) or	
BUEC 104/105 - Economics in Context (3 cr) <i>(Fulfills University Core Requirement)</i>	
BIO 350 Ecology	4
CHE Any college-level Chemistry course with lab	4

MAT 150 - Statistics for Life Sciences (3 cr)  
(Fulfills University Core Requirement)

MAT 180- Precalculus (prerequisite for Ecology) 3

**Interdisciplinary Environmental Issues Courses 11**

ENV 220 Conservation and Preservation 3

ENV 220L Conservation and Preservation Lab 2

ENV 210 Pollution and the Environment 3

ENV 200 Population and the Environment 3

**Environmental Studies Distribution Requirements 24**

A. At least one course chosen from each of the 4 Distribution Groups in the list of Environmental Studies Distribution Requirements, 12

B. 4 additional courses from any of the groups. 12

C. One of these courses must also appear on the list of Field Studies Courses.

**Internship 3-9**

ENV 295, 495A, or 495B

**Senior Capstone in Environmental Studies 3**

ENV 499 Adv Topics ENV Studies

Open Elective Courses (needed to reach 120 credits)

variable

**Minimum Required Total Credits**

**120**

**Environmental Studies Distribution Requirements List**

(FS indicates Field Studies Course)

**Group One: Conservation, Preservation, Restoration**

ENV 311/311L Design with Nature: Site Planning (FS)

ENV 312/312L Wetland Conservation and Ecology (FS)

ENV 313/313L Wetland Restoration: Science and Policy

ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine (FS)

ENV 315 Land Conservation Practicum

ENV 316 Land Conservation Practicum with Field Lab (FS)

ENV 317 Case Studies in Preserving Biodiversity and Protected Areas

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Two: Environmental Policy**

ENV 321 Environmental Policy in Comparative Perspective

ENV 322 Environmental Movements and Social Change

ENV 323 Environmental Advocacy

ENV 324 Environmental Economics/BU EC 390 Environmental Economics

ENV 325 Ecological Economics/ BU EC 395 Ecological Economics

ENV 326 Case Studies in Environmental Science and Policy

ENV 327 Environmental Impact Assessment: Policy and Methods

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Three: Arts, Humanities, and Values**

ENV 331 Women and the Environment

ENV 332 Nature Writers

ENV 333 The Nature Writers with Field Lab (FS)

ENV 334/334L Contemporary Nature Writing

ENV 336 Edward Abbey: Voice Crying in the Wilderness

ENV 337 Outdoor Environmental Education (FS)

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Four: Global Ecology and Social Justice**

ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge

ENV 342 Globalization, Locality, and the Environment

ENV 343 Environmental Racism and the Environmental Justice Movement

ENV 344 Environmental Ethics

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Field Studies Courses**

ENV 311/311L Design with Nature: Site Planning

ENV 312/312L Wetland Conservation and Ecology

ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine

ENV 316/316L Land Conservation Practicum with Field Lab

ENV 333/333L The Nature Writers

ENV 337 Outdoor Environmental Education

*\*\* This group of courses should be taken during third and fourth years.*

**Minor in Environmental Studies**

A student with a major in another department may minor in Environmental Studies with the approval of the the Environmental Studies Department Chair. A minimum of eighteen hours of approved course credit in the following courses is required:

ENV 100/101 or ENV 104 - Introduction to Environmental Issues	3
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
And two courses chosen from the list of Environmental Studies Distribution Requirements.	6-8

### Department of Environmental Studies Faculty

Grumbling, Vernon Owen (Chair) Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British and American Literature; B.A., St. Vincent College-English.	Professor
Carter, Jacque (Provost/Vice President for Academic Affairs) Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.	Professor
Baumann-Feurt, Christine M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.	Coordinator, Center for Sustainable Communities
Lemons, John Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach- Zoology.	Professor
Morgan, Pamela Ph.D., University of New Hampshire-Natural Resource Conservation; M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.	Associate Professor
Peterson, Richard Ph.D., M.S., University of Wisconsin-Madison-Environmental Studies; B.A., Michigan State University-International Studies.	Associate Professor
Steen-Adams, Michelle Ph.D., University of Wisconsin, Madison-Forest Ecology and Management & Environmental Studies (joint degree program); M.S., University of Wisconsin, Madison-Environmental Studies; M.Ed., Leslie University-Middle School Education; B.A., Swarthmore College-Art History.	Assistant Professor
Simon, Cynthia M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.	Internship Coordinator

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### History

**Degree:** Bachelor of Arts with a major in History

**College:** Arts & Sciences

**Department:** History

**Contact:** Dr. Elizabeth DeWolfe (Chair) [edewolfe@une.edu](mailto:edewolfe@une.edu)

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[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

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### Mission Statement

The objectives of the Department of History are to bring the study of the past to bear on the present; to demonstrate that knowledge and experience are dependent upon particular historical contexts; to expose students to a variety of cultures in historical context; to assist students to develop research and writing skills; to enrich students' appreciation and enjoyment of the richness of human endeavors; and to prepare students for a productive and rewarding professional life following the completion of their studies.

### Major Program Description

The major and minor in History offer students the opportunity to study the past in connection with the present. Students combine courses focused on specific geographic areas with elective course work from a variety of periods and areas of the world, preparing students for a range of career paths including education, graduate school, law, museum work and business. The history department works closely with the education department to prepare students for teaching history and social studies at the secondary school level.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

#### University Core Requirements

**Credits  
42-43**

#### Program Required Courses

#### **Two of the following Three Options:**

##### *Option I*

HIS 222 - US History: Contact through the Civil War

3

HIS 223 - US History: Reconstruction to Present or

3

##### *Option II*

HIS 230 - Continuity/Change from Ancient to Renaissance

3

HIS 231 - Continuity/Change in Modern Europe or

3

##### *Option III*

HIS 240 - Colonial Latin America

3

HIS 241 - Modern Latin America

3

**Program Required Option Sub-Total**

**12**

#### **Each of the Following:**

HIS 290 - History Hands On

3

HIS 450 - Senior Thesis

3

History Electives

15

**Program Minimum Required Total Credits**

**33**

Open Elective Courses (as needed to reach 120 credits)

variable

**Minimum Required Total Credits**

**120**

### History Course Selections 200-499

HIS 200 - Theodore Roosevelt, Woodrow Wilson and the Dawn of the American Century

3

HIS 202 - American Identity and History	3
HIS 204 - Growing Up Female: A History of Girls in America	3
HIS 210 - Race and Ethnicity in Latin America	3
HIS 212 - Cultures of Imperialism: Latin America and the United States	3
HIS 222 - United States History: Contact through the Civil War	3
HIS 223 - United States History: Reconstruction to the Present	3
HIS 230 - European History I: To The Renaissance	3
HIS 231 - European History II: Modern Period	3
HIS 240 - Colonial Latin America	3
HIS 241 - Modern Latin America	3
HIS 250 - American Women's History	3
HIS 251 - American Women's History II	3
HIS 290 - History Hands On	
HIS 314 - Contemporary History	3
HIS 315 - Topics in American Studies	3
HIS 320 - The European Enlightenment	3
HIS 322 - French Revolution and Napoleon	3
HIS 330 - Politics and Political Change in Modern Latin America	3
HIS 331 - Revolution and Social Protest in Mexico	3
HIS 332 - Cuba: History, Society & Culture	3
HIS 333 - Argentina: History, Society & Culture	3
HIS 337 - Topics in Women's History	3
HIS 338 - American Communal Experiments	3
HIS 339 - Best Sellers and the Big Bad City	
HIS 340 - The United States and the World	3
HIS 380 - Slavery and Race Relations in the United States and Brazil	3
HIS 400 - Topics in History	1-3
HIS 404 - Directed Readings in History	3
HIS 420/1 Internship	3
HIS 450 - Fourth-Year (Senior) Thesis	3

### Minor

A student with a major in another department may minor in History with the approval of the History Department Chair. Eighteen hours of approved course work is required.

### Additional Information/Secondary Education Certification

The department offers history majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of social studies. While providing a solid foundation in history, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

Education Courses	Credits
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 438 - Methods of Teaching Secondary Ed Social Studies	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See Education for more details.

### Department of History Faculty

DeWolfe, Elizabeth (Chair) Ph.D., Boston University - American and New England Studies; M.A., SUNY at Albany - Anthropology; A.B., Colgate University - Social Science.	Associate Professor
Burlin, Paul Ph.D., Rutgers University-American History; B.A., Heidelberg College - Philosophy.	Associate Professor and Interim Dean, College of Arts and Sciences
Sanders, Jeffrey Ph.D., University of New Mexico – History; M.A., Boston University – History; B.A., University of Washington – History; Comparative History of Ideas	Visiting Assistant Professor
DiPadova, Theodore Ph.D., City University of New York - European History; M.A., Brooklyn College of the City of New York - History; B.A., The College of Wooster - History and French.	Associate Professor
Yablon, Ariel	Assistant Professor

Ph.D., University of Illinois at Urbana - History; M.A., University of Illinois at Urbana - History;  
B.A., Universidad de Buenos Aires - History.

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## Mathematics with Secondary Mathematics Teacher Certification

**Degree:** Bachelor of Science with a major in Mathematics-Secondary Teacher Certification

**College:** Arts and Sciences

**Department:** Mathematics

**Contact:** Dr. Susan Gray (Chair) [sgray@une.edu](mailto:sgray@une.edu)

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### Mission Statement

Mathematics is central to effective communication, critical thinking, and decision-making. Its study enhances a liberal arts education by exposing students to the methods and philosophies of quantitative analysis and the role mathematics plays in the modern world. The Department of Mathematical Sciences offers courses and opportunities supporting students and faculty to pursue quantitative inquiries.

### Major Program Description

Students **majoring in mathematics** while working toward **secondary mathematics teacher certification** will find model instruction preparing them for careers in teaching mathematics at the secondary level, for careers in mathematics and statistics, and for future advanced study in mathematics, statistics, and other fields. The curriculum integrates computer and other technology-based approaches to demonstrate the modern practice and pedagogy of mathematics. The College of Arts and Sciences core curriculum adds a strong liberal arts foundation to the major.

Courses in mathematics provide students with stimulating ideas and tools essential to study in many academic disciplines. Students in all majors will find courses to develop their skills and increase their confidence in the use of mathematics and their appreciation of its value for solving problems, conducting and interpreting research, and thinking about social, economic, and other contemporary issues.

Additionally, the department supports University of New England faculty members in their efforts to research mathematics, to study the teaching and learning of mathematics, to collaborate with professionals, and to develop as teacher scholars.

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program.

Transferred mathematics courses must be reasonably close in scope and content to the mathematics courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All previously completed mathematics courses must be no older than five years prior to matriculation at UNE. Other options and restrictions apply. See [Undergraduate Admissions](#) also.

### Curricular Requirements

	Credits
<a href="#">University Core Requirements</a> (excluding mathematics)	39
<b>Program Required Courses</b>	
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
MAT 200 - Calculus III	4
MAT 215 - Applied Mathematics with Differential Equations	3
MAT 220 - Linear Algebra	3
MAT 230 - Foundations of Mathematics	3
MAT 240 - Geometry	3
MAT 310 - Abstract Algebra*	3
MAT 322 - Mathematical Probability and Statistics	3
MAT 400 - Real Analysis	3
MAT 470 - Mathematics Education Research Seminar	3
<b>Program Minimum Required Total Credits</b>	<b>36</b>
*Designated Critical Thinking course	
<b>Education Required Courses</b>	
EDU 105 - Intro. to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory & Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 439 - Teaching Secondary Mathematics	3
EDU 486 - Secondary or Art Education	1-4
EDU 492 - Internship	15

**Education Minimum Required Total Credits** **34**

*Note: PSY 270 fills education requirement for "Knowledge of the Learner." This course must be completed as part of the University Core.*

**Science elective** **3-4**  
Open elective courses (as needed to reach 120 credits) variable

**Note: EDU 330 - Educational Psychology** *is highly recommended as an open elective.*

**Minimum Required Total Credits** **120**

### Minor in Mathematics

Students may earn a mathematics minor by completing a minimum of 6 mathematics courses numbered MAT 120 or above with grades of C or higher and a 2.75 cumulative grade point average in all courses applying to the minor. Only one of the courses MAT 120 or 150 can be applied to a mathematics minor. Students wishing to declare a mathematics minor must submit a course plan in writing for approval by the Department of Mathematical Sciences faculty. Prior consultation with a mathematics faculty member is encouraged. A minor in mathematics does **not** lead to a teaching certification.

### Additional Information

Refer to [Mathematics Placement Procedures](#) for guidelines about mathematics placement.

Refer to [Education](#) for details about teaching certification.

### Department of Mathematics Faculty

Gray, Susan (Chair) Ed.D., Boston University-Mathematics Education; M.A.T., University of Pittsburgh-Science Education; B.S. Pennsylvania State University-Medical Technology/Biology.	Associate Professor
Arciero, Michael Ph.D., University of Rhode Island, Mathematics; B.S., University of Rhode Island, Physics	Assistant Professor
Greenleaf, Scott Ph.D., SUNY Stony Brook – Mathematics; BS, Bates College – Mathematics.	Assistant Professor
Gutmann, Timothy Ph.D., University of New Hampshire - Mathematics Education; M.A., Pennsylvania State University – Mathematics; B.A., Bowdoin College - Mathematics and German.	Assistant Professor
Mittal, Amita M.S., University of Southern Maine - Statistics; M.S., University of Delhi, India - Mathematics; B.E., MDU, India - Education; B.S., University of Delhi, India - Mathematics	Instructor
St. Ours, Paulette M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A. St. Joseph's College-Mathematics.	Associate Dean, College of Arts and Sciences

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### English

**Degree:** Bachelor of Arts with a major in English

**College:** Arts & Sciences

**Department:** English

**Contact:** Dr. Anouar Majid, Department Chair [amajid@une.edu](mailto:amajid@une.edu)

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### Mission Statement

Through its avant-garde approach, interdisciplinary course offerings, innovative theoretical models, and accomplished instructors, the English major exposes students to a wide and diverse body of knowledge and provides them with the tools to think, analyze, and write with confidence.

### Major Program Description

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

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Program Required Courses</b>	
ENG 115 - British Literature I	3
ENG 116 - British Literature II	3
ENG 206 - Introduction to Literary Theory and Criticism	3
ENG 200 - American Literature I	3
ENG 201 - American Literature II	3
ENG 329 - Topics in World Literature	3
ENG 405 - Topics in Postcolonial Literature	3
Major Concentration Courses/English Electives	15
<b>Program Minimum Required Total Credits</b>	<b>36</b>
Elective Courses (as needed to reach 120 credits)	variable
<b>Minimum Total Required Credits</b>	<b>120</b>

### Minor in English

A student with a major in another department may minor in English with the permission of the English Department Chair. Eighteen hours of approved course work is required for the Minor in English.

### Additional Information/Secondary Education Certification

The department offers english majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school english teachers (grades 7-12). While providing a solid foundation in english, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

<b>Education Courses</b>	<b>Credits</b>
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3

EDU 430 - Educational Assessment and Evaluation	3
EDU 436 - Methods of Teaching Secondary English/Lang Arts	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See Education for more details.

### Department of English Faculty

Majid, Anouar (Chair) Ph.D., Syracuse University—English; M.A., City University of New York—English; B.A., University of Fez, Morocco—English.	Professor
Anderson, Matthew Ph.D., Yale University—Comparative Literature; M. Phil., Yale University—Comparative Literature; B.A., Colorado College.	Assistant Professor
Frank, Cathrine Ph.D., George Washington University - English Literature; M.A., University of Cincinnati - English Literature; B.A., Wake Forest University.	Assistant Professor
Mahoney, Joseph Ph.D., Pennsylvania State University—English; M.A., Northeastern University—English; B.A., Boston College—English.	Associate Professor
McHugh, Susan Ph.D.-English-Purdue University; M.A.-English-University of Massachusetts; B.A.-English- University of Massachusetts	Assistant Professor
Tuttle, Jennifer Ph.D., University of California, San Diego—Literature; M.A., University of California, San Diego —English and American Literature; B.A., University of California, Irvine—English.	Assistant Professor

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## Environmental Science

**Degree:** Bachelor of Science with a major in Environmental Science

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) [ogrumbling@une.edu](mailto:ogrumbling@une.edu)

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[Department Website](#)

### Mission Statement

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

### Major Program Description

The department offers majors in **environmental science** and environmental studies. Both build upon a sound foundation in basic science, and both provide broad explorations of human interaction with the environment.

During the first two years, course requirements are nearly identical. The difference between the two majors emerges during the final two years in course selection: **environmental science emphasizes scientific aspects of environmental questions**, while environmental studies emphasizes humanistic, social, and political aspects.

During the first year, Department of Environmental Sciences (DES) majors take courses in Environmental Issues, General Biology, and Literature, Nature & Biology (or appropriate substitute) as part of the Green Learning Community (see below). This two-semester program uses an interdisciplinary framework to explore fundamental themes of environmental studies. Moreover, it develops academic and affective skills necessary for successful college learning and collaborative professional work.

During the second year DES students look more deeply into the nature of environmental issues by taking courses in Population, Conservation and Preservation, and Pollution. In addition, the Conservation Field Lab teaches conservation field skills as well as data analysis and environmental communication arts. These interdisciplinary environmental issues courses ensure a broad understanding while preparing students for more advanced study.

Students in the third and fourth years, aided by a faculty advisor, choose advanced courses according to their interests and career plans. Environmental science majors choose science electives in biology, chemistry, physics, marine biology, and psychology, as well as environmental science. Environmental studies majors in the third and fourth years choose advanced courses from the following distribution groups: Conservation and Preservation; Environmental Policy; Arts, Humanities, and Values; Global Ecology and Social Justice.

In both majors, the advanced courses not only stress deeper understanding, but also involve problem solving. Some courses examine the ways that human attitudes affect our environment, while other courses deal with hands-on tasks such as designing a conservation area, restoring a natural ecosystem, or considering technologies to reduce pollution. In order to ensure an intense direct experience of the natural world, the department offers a variety of field study courses, and requires all majors to take at least one. The curriculum culminates with the Senior Capstone in Environmental Studies in which students apply the knowledge and skills they have acquired to a significant environmental question.

### Philosophy

Because the study of environmental issues requires knowledge from a wide range of subjects, DES maintains a firm commitment to interdisciplinary education in our curriculum. DES Core courses utilize knowledge and concepts drawn from the basic sciences as well as from the humanities and social sciences. Upper-division DES courses investigate environmental questions through disciplines such as literature, anthropology, economics, biology, political science, chemistry, physics, and ecology. Through all four years, our curriculum develops the skills necessary for dealing with environmental problems: writing, speaking, critical thinking, computing, research techniques, and media arts. The Environmental Studies Program prepares students to become informed citizens, competent professionals, and lifelong learners.

### The Green Learning Community

As mentioned above, all entering first-year environmental students participate in a year-long learning community focused on the fundamental themes of environmental studies. The Green Learning Community integrates courses as follows: 8 credits for biology, 3 credits for literature (or an appropriate substitute), 3 credits for environmental issues and 2 credits for an integrating seminar experience--for a total of 16 credits over two semesters. This interdisciplinary approach enables students to understand more clearly the relationships between environmental issues, biology and humanities and at the same time improve skills in critical thinking, writing, oral communication, research, and use of computers. Experiential learning activities are central.

### Double Majors

It is possible for DES students to add a second major or a minor in areas such as marine biology, medical biology, political science, history, sociology, and English. DES students interested in a double major should consult with their DES faculty advisor, who in turn will coordinate with an advisor from the second department.

### Secondary Teaching Certification

The department offers environmental sciences majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of science. While providing a solid foundation in environmental studies and science, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

Education Courses	Credits
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See [Education](#) for more details.

### Center for Sustainable Communities

The Center for Sustainable Communities (CSC) is an internship and service learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford campus. Through hands-on involvement with local governments, non-profit organizations, and community groups, students are able to field test academic learning in situations that make tangible the challenge to "think globally, act locally." The most significant partner organization is the Wells National Estuarine Research Reserve. Its mission, research and education about coastal environments, attracts DES faculty researchers as well as student interns.

### Internships and Careers

Internships provide students with an opportunity to practice learned skills in an actual work environment with the guidance of a DES internship coordinator, who helps students match their interests with a work experience that might take place locally, regionally, nationally, or internationally. Internships provide career exploration, and can help establish professional networks that lead to career opportunities upon graduation. The interdisciplinary nature of environmental studies is reflected in the wide variety of careers open to graduates, such as air and water resource management, ecological restoration, education, habitat conservation, park management, toxicology, field research, journalism, environmental advocacy, environmental impact assessment, law and regulation, and environmental health. Our graduates enter both masters and doctoral programs in several of these fields.

### Core Curriculum

Since 1991 the faculty of the College of Arts and Sciences has defined environmental awareness as a major theme in the College's Core Curriculum, and asked the Department of Environmental Studies to deliver the course Introduction to Environmental Issues to all undergraduates regardless of major. The UNE undergraduate college is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

**Program Standards:** All courses that fulfill a degree requirement must be completed with a grade of C- or higher.

### Curricular Requirements

	Credits
<b>University Core Requirements.</b> (includes 13 credits required by major)	<b>42-43</b>
<b>Program Required Courses including Green Learning Community</b>	<b>21</b>
ENV 100, 101 - Introduction to Environmental Issues (3 cr) (Fulfills University Core Requirement)	
ENV 150, 151 - Intro to The Green Learning Community I/II	2
BIO 100- Biology I (4 cr) (Fulfills University Core Requirement)	
BIO 101- Biology II	4
LIT 121/122 - Exploration: Literature, Nature and Biology (3 cr) or	
BUEC 104/105 - Exploration: Economics in Context (3 cr) (Fulfills University Core Requirement)	
BIO 350- Ecology	4
CHE 110/110L - General Chemistry I	4
CHE 111/111L - General Chemistry II	4
MAT 150 - Statistics for Life Sciences (3 cr) (Fulfills University Core Requirements)	
MAT 180 - Precalculus (prerequisite for Ecology)	3

### Upper-Division Science Electives (see below)\*

Courses totaling 16 credit hours chosen from the list of *Upper-Division Science Electives* offered by the Departments of Environmental Studies, Biological Sciences, Chemistry/ Physics, and Psychology. *This group of courses should be taken during third & fourth years.* **16**

**Interdisciplinary Environmental Issues Courses** **11**

ENV 220 Conservation and Preservation 3  
 ENV 220L Conservation and Preservation Lab 2  
 ENV 210 Pollution and the Environment 3  
 ENV 200 Population and the Environment 3  
*This group should be taken during the second year*

**Environmental Studies Distribution Requirements\*\*** **6-8**

A. Two courses chosen from different distribution groups in the list of Environmental Studies Distribution Requirements

B. One of these courses (in A above) must also appear on the list of Field Studies Courses.

**Internship:** **3-9**

ENV 295 or 495A or 495B

**Senior Capstone in Environmental Studies** **3**

ENV 499 Adv Topics ENV Studies

Open Elective Courses (needed to reach 120 credits)

variable

**Minimum Required Total Credits**

**120**

**\*Upper-Division Science Electives**

Environmental science majors must complete 16 credits from the following list:

BIO 200 - Genetics  
 BIO 220 - Invertebrate Zoology  
 BIO 221 - Principles of Aquaculture  
 BIO 224 - Remote Sensing & GIS  
 BIO 250 - Marine Biology  
 BIO 251 - Plants of New England  
 BIO 252 - Natural History Marine Mammals  
 BIO 290 - Biological Topics/Dir Studies  
 BIO 310 - Phycology  
 BIO 319 - Ornithology  
 BIO 322- Comparative Animal Physiology  
 BIO 326 - Microbial Ecology  
 BIO 331 - Biology of Fishes  
 BIO 333 - Evolution  
 BIO 335 - Animal Behavior/Behavioral Ecology  
 BIO 355 - Biology of Marine Mammals  
 BIO 360 - Oceanography  
 BIO 381 - Limnology  
 BIO 420 - Topics in Marine Biology  
 BIO 450 - Topics in Biology  
 BIO 460 - Topics in Environmental Biology  
 CHE 210 - Organic Chemistry I  
 CHE 211 - Organic Chemistry II  
 CHE 300 - Topics in Chemistry  
 CHE 307 - Quantitative Analysis  
 CHE 309 - Intro to Instrumental Analysis  
 ENV 230/230L - Environmental Geology OR GEO 200/200L - Geology  
 ENV 312/312L - Wetland Conservation and Ecology  
 ENV 314/314L - Restoring Coastal Habitats in the Gulf of Maine  
 ENV 341 - Indigenous Ecology, Conservation Biology, and the Politics of Knowledge  
 PHY 110 - General Physics I  
 PHY 111 - General Physics II  
 PSY 365 - Biological Bases of Behavior

**\*\*Environmental Studies Distribution Requirements List**

(FS indicates Field Studies Course)

**Group One: Conservation, Preservation, Restoration**

ENV 311/311L Design with Nature: Site Planning (FS)  
 ENV 312/312L Wetland Conservation and Ecology (FS)  
 ENV 313/313L Wetland Restoration: Science and Policy  
 ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine (FS)  
 ENV 315 Land Conservation Practicum  
 ENV 316 Land Conservation Practicum with Field Lab (FS)

ENV 317 Case Studies in Preserving Biodiversity and Protected Areas  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Group Two: Environmental Policy

ENV 321 Environmental Policy in Comparative Perspective  
 ENV 322 Environmental Movements and Social Change  
 ENV 323 Environmental Advocacy  
 ENV 324 Environmental Economics/BU EC 390 Environmental Economics  
 ENV 325 Ecological Economics/ BU EC 395 Ecological Economics  
 ENV 326 Case Studies in Environmental Science and Policy  
 ENV 327 Environmental Impact Assessment: Policy and Methods  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Group Three: Arts, Humanities, and Values

ENV 331 Women and the Environment  
 ENV 332 Nature Writers  
 ENV 333 The Nature Writers with Field Lab (FS)  
 ENV 334/334L Contemporary Nature Writing  
 ENV 336 Edward Abbey: Voice Crying in the Wilderness  
 ENV 337 Outdoor Environmental Education (FS)  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Group Four: Global Ecology and Social Justice

ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge  
 ENV 342 Globalization, Locality, and the Environment  
 ENV 343 Environmental Racism and the Environmental Justice Movement  
 ENV 344 Environmental Ethics  
 ENV 398 Advanced Topics in Environmental Studies (3 credits)  
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

### Field Studies Courses

ENV 311/311L Design with Nature: Site Planning  
 ENV 312/312L Wetland Conservation and Ecology  
 ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine  
 ENV 316/316L Land Conservation Practicum with Field Lab  
 ENV 333/333L The Nature Writers  
 ENV 337 Outdoor Environmental Education

*\*\* This group of courses should be taken during third and fourth years.*

### Minor in Environmental Studies

A student with a major in another department may minor in Environmental Studies with the approval of the the Environmental Studies Department Chair. A minimum of eighteen hours of approved course credit in the following courses is required:

ENV 100/101 or ENV 104 - Introduction to Environmental Issues	3
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
And two courses chosen from the list of Environmental Studies Distribution Requirements.	6-8

### Department of Environmental Studies Faculty

Grumbling, Vernon Owen (Chair) Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British and American Literature; B.A., St. Vincent College-English.	Professor
Carter, Jacque (Provost/Vice President for Academic Affairs) Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.	Professor
Baumann-Feurt, Christine M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.	Coordinator, Center for Sustainable Communities
Lemons, John Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach- Zoology.	Professor
Morgan, Pamela Ph.D., University of New Hampshire-Natural Resource Conservation; M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.	Associate Professor
Peterson, Richard Ph.D., M.S., University of Wisconsin-Madison-Environmental Studies; B.A., Michigan State University-International Studies.	Associate Professor

Steen-Adams, Michelle

Assistant Professor

PhD., University of Wisconsin, Madison-Forest Ecology and Management & Environmental Studies (joint degree program); M.S., University of Wisconsin, Madison-Environmental Studies; M.Ed., Leslie University-Middle School Education; B.A., Swarthmore College-Art History.

Simon, Cynthia

Internship Coordinator

M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

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

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

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## Environmental Studies

**Degree:** Bachelor of Science with a major in Environmental Studies

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) [ogrumbling@une.edu](mailto:ogrumbling@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Minor](#)

[Faculty](#)

[Department Website](#)

### Mission Statement

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

### Major Program Description

The department offers majors in environmental science and **environmental studies**. Both build upon a sound foundation in basic science, and both provide broad explorations of human interaction with the environment.

During the first two years, course requirements are nearly identical. The difference between the two majors emerges during the final two years in course selection: environmental science emphasizes scientific aspects of environmental questions, while **environmental studies emphasizes humanistic, social, and political aspects**.

During the first year, Department of Environmental Studies (DES) majors take courses in Environmental Issues, General Biology, and Literature, Nature & Biology (or appropriate substitute) as part of the Green Learning Community. (See below.) This two-semester program uses an interdisciplinary framework to explore fundamental themes of environmental studies. Moreover, it develops academic and affective skills necessary for successful college learning and collaborative professional work.

During the second year DES students look more deeply into the nature of environmental issues by taking courses in Population, Conservation and Preservation, and Pollution. In addition, the Conservation Field Lab teaches conservation field skills as well as data analysis and environmental communication arts. These interdisciplinary environmental issues courses ensure a broad understanding while preparing students for more advanced study.

In the third and fourth years students, aided by a faculty advisor, choose advanced courses according to their interests and career plans. Environmental science majors choose science electives in biology, chemistry, physics, marine biology, and psychobiology, as well as environmental science. **Environmental studies majors** in the third and fourth years choose advanced courses from the following distribution groups: Conservation and Preservation; Environmental Policy; Arts, Humanities, and Values; Global Ecology and Social Justice.

In both majors, the advanced courses not only stress deeper understanding, but also involve problem solving. Some courses examine the ways that human attitudes affect our environment, while other courses deal with hands-on tasks such as designing a conservation area, restoring a natural ecosystem, or considering technologies to reduce pollution. In order to ensure an intense direct experience of the natural world, the department offers a variety of field study courses, and requires all majors to take at least one. The curriculum culminates with the Senior Capstone in Environmental Studies in which students apply the knowledge and skills they have acquired to a significant environmental question.

### Philosophy

Because the study of environmental issues requires knowledge from a wide range of subjects, DES maintains a firm commitment to interdisciplinary education in our curriculum. DES Core courses utilize knowledge and concepts drawn from the basic sciences as well as from the humanities and social sciences. Upper-division DES courses investigate environmental questions through disciplines such as literature, anthropology, economics, biology, political science, chemistry, physics, and ecology. Through all four years, our curriculum develops the skills necessary for dealing with environmental problems: writing, speaking, critical thinking, computing, research techniques, and media arts. The Environmental Studies Program prepares students to become informed citizens, competent professionals, and lifelong learners.

### The Green Learning Community

As mentioned above, all entering first-year environmental students participate in a year-long learning community focused on the fundamental themes of environmental studies. The Green Learning Community integrates courses as follows: 8 credits for biology, 3 credits for literature (or an appropriate substitute), 3 credits for environmental studies and 2 credits for an integrating seminar experience--for a total of 16 credits over two semesters. This interdisciplinary approach enables students to understand more clearly the relationships between environmental issues, biology and humanities and at the same time improve skills in critical thinking, writing, oral communication, research, and use of computers. Experiential learning activities are central.

**Double Majors**

It is possible for DES students to add a second major or a minor in areas such as marine biology, medical biology, political science, history, sociology, and English. DES students interested in a double major should consult with their DES faculty advisor, who in turn will coordinate with an advisor from the second department.

**Secondary Teaching Certification**

The department offers environmental studies majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of science. While providing a solid foundation in environmental studies and science, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

**Education Courses**

	<b>Credits</b>
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See [Education](#) for more details.

**Center for Sustainable Communities**

The Center for Sustainable Communities (CSC) is an internship and service learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford campus. Through hands-on involvement with local governments, non-profit organizations, and community groups, students are able to field test academic learning in situations that make tangible the challenge to "think globally, act locally." The most significant partner organization is the Wells National Estuarine Research Reserve. Its mission, research and education about coastal environments, attracts DES faculty researchers as well as student interns.

**Internships and Careers**

Internships provide students with an opportunity to practice learned skills in an actual work environment with the guidance of a DES internship coordinator, who helps students match their interests with a work experience that might take place locally, regionally, nationally, or internationally. Internships provide career exploration, and can help establish professional networks that lead to career opportunities upon graduation. The interdisciplinary nature of environmental studies is reflected in the wide variety of careers open to graduates, such as air and water resource management, ecological restoration, education, habitat conservation, park management, toxicology, field research, journalism, environmental advocacy, environmental impact assessment, law and regulation, and environmental health. Our graduates enter both masters and doctoral programs in several of these fields.

**Core Curriculum**

Since 1991 the faculty of the College of Arts and Sciences has defined environmental awareness as a major theme in the College's Core Curriculum, and asked the Department of Environmental Studies to deliver the course Introduction to Environmental Issues to all undergraduates regardless of major. The UNE undergraduate college is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

**Transfer Credit and Advanced Standing**

See [Undergraduate Admissions](#)

**Program Standards:** All courses that fulfill a degree requirement must be completed with a grade of C- or higher.

**Curricular Requirements**

	<b>Credits</b>
<a href="#">University Core Requirements</a> (includes 13 credits required by major)	<b>42-43</b>
<b>Program Required Courses including Green Learning Community</b>	<b>17</b>
ENV 100, 101 - Introduction to Environmental Issues (3 cr) (Fulfills University Core Requirement)	
ENV 150, 151 - Intro to The Green Learning Community I/II	2
BIO 100 Biology I (4 cr) (Fulfills University Core Requirement)	
BIO 101 Biology II	4
LIT 121, 122 - Exploration: Literature, Nature and Biology (3 cr) or	
BUEC 104/105 - Economics in Context (3 cr) (Fulfills University Core Requirement)	
BIO 350 Ecology	4
CHE Any college-level Chemistry course with lab	4

MAT 150 - Statistics for Life Sciences (3 cr)  
(Fulfills University Core Requirement)

MAT 180- Precalculus (prerequisite for Ecology) 3

**Interdisciplinary Environmental Issues Courses 11**

ENV 220 Conservation and Preservation 3

ENV 220L Conservation and Preservation Lab 2

ENV 210 Pollution and the Environment 3

ENV 200 Population and the Environment 3

**Environmental Studies Distribution Requirements 24**

A. At least one course chosen from each of the 4 Distribution Groups in the list of Environmental Studies Distribution Requirements, 12

B. 4 additional courses from any of the groups. 12

C. One of these courses must also appear on the list of Field Studies Courses.

**Internship 3-9**

ENV 295, 495A, or 495B

**Senior Capstone in Environmental Studies 3**

ENV 499 Adv Topics ENV Studies

Open Elective Courses (needed to reach 120 credits)

variable

**Minimum Required Total Credits 120**

**Environmental Studies Distribution Requirements List**

(FS indicates Field Studies Course)

**Group One: Conservation, Preservation, Restoration**

ENV 311/311L Design with Nature: Site Planning (FS)

ENV 312/312L Wetland Conservation and Ecology (FS)

ENV 313/313L Wetland Restoration: Science and Policy

ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine (FS)

ENV 315 Land Conservation Practicum

ENV 316 Land Conservation Practicum with Field Lab (FS)

ENV 317 Case Studies in Preserving Biodiversity and Protected Areas

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Two: Environmental Policy**

ENV 321 Environmental Policy in Comparative Perspective

ENV 322 Environmental Movements and Social Change

ENV 323 Environmental Advocacy

ENV 324 Environmental Economics/BU EC 390 Environmental Economics

ENV 325 Ecological Economics/ BU EC 395 Ecological Economics

ENV 326 Case Studies in Environmental Science and Policy

ENV 327 Environmental Impact Assessment: Policy and Methods

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Three: Arts, Humanities, and Values**

ENV 331 Women and the Environment

ENV 332 Nature Writers

ENV 333 The Nature Writers with Field Lab (FS)

ENV 334/334L Contemporary Nature Writing

ENV 336 Edward Abbey: Voice Crying in the Wilderness

ENV 337 Outdoor Environmental Education (FS)

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Four: Global Ecology and Social Justice**

ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge

ENV 342 Globalization, Locality, and the Environment

ENV 343 Environmental Racism and the Environmental Justice Movement

ENV 344 Environmental Ethics

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Field Studies Courses**

ENV 311/311L Design with Nature: Site Planning

ENV 312/312L Wetland Conservation and Ecology

ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine

ENV 316/316L Land Conservation Practicum with Field Lab

ENV 333/333L The Nature Writers

ENV 337 Outdoor Environmental Education

*\*\* This group of courses should be taken during third and fourth years.*

**Minor in Environmental Studies**

A student with a major in another department may minor in Environmental Studies with the approval of the the Environmental Studies Department Chair. A minimum of eighteen hours of approved course credit in the following courses is required:

ENV 100/101 or ENV 104 - Introduction to Environmental Issues	3
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
And two courses chosen from the list of Environmental Studies Distribution Requirements.	6-8

### Department of Environmental Studies Faculty

Grumbling, Vernon Owen (Chair) Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British and American Literature; B.A., St. Vincent College-English.	Professor
Carter, Jacque (Provost/Vice President for Academic Affairs) Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.	Professor
Baumann-Feurt, Christine M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.	Coordinator, Center for Sustainable Communities
Lemons, John Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach- Zoology.	Professor
Morgan, Pamela Ph.D., University of New Hampshire-Natural Resource Conservation; M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.	Associate Professor
Peterson, Richard Ph.D., M.S., University of Wisconsin-Madison-Environmental Studies; B.A., Michigan State University-International Studies.	Associate Professor
Steen-Adams, Michelle Ph.D., University of Wisconsin, Madison-Forest Ecology and Management & Environmental Studies (joint degree program); M.S., University of Wisconsin, Madison-Environmental Studies; M.Ed., Leslie University-Middle School Education; B.A., Swarthmore College-Art History.	Assistant Professor
Simon, Cynthia M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.	Internship Coordinator

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## Exercise and Health Promotion

**Degree:** Bachelor of Science with a major in Exercise and Health Promotion

**College:** Arts and Sciences

**Department:** Exercise and Sport Performance

**Contact:** Dr. Richard J. LaRue (Chair) [rlarue@une.edu](mailto:rlarue@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Program Standards](#)

[Additional Information](#)

[Department Website](#)

### Mission Statement

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

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

### Major Program Description

Exercise and health promotion majors graduate with the knowledge and skills necessary to prescribe exercise and health programs for healthy and health-limited populations; to counsel athletes, fitness enthusiasts, and health-compromised participants in safe exercise; and, to develop health promotion programming which leads people into lives of optimal health and wellness. Whether working with large medical centers, in research laboratories, the field of athletics and conditioning, sports medicine, or corporate fitness exercise and health promotion graduates are on the cutting edge of medicine, health, and fitness. With a combination of science, health, and fitness courses, these individuals are prepared for career opportunities involving physical activity programs in hospitals, industry, fitness facilities, and communities. **Please note that our new program (Applied Exercise Science) is recommended for students starting as Freshman. See the link to this program in the upper left column of this page.**

### Transfer Credit and Advanced Standing

See Undergraduate Admissions

### Curricular Requirements

Program/Degree Area	Credits
<a href="#">University Core Requirements</a>	
<b>College of Arts and Sciences Core Requirements</b>	<b>42-43</b>
MAT 120 or MAT 150 - Statistics*	
*prerequisite for SPT 420 Research Methods	
Major Requirements (Science Foundation)	<b>23</b>
BIO 245 - Gen. Prin. Anat., Phys and Patho. I	4
BIO 345 - Gen. Prin. Anat., Phys and Patho. II	5
CHE 110 - General Chemistry I	4
PHY 110 - General Physics I	4
PSY 105 - Introduction to Psychology	3
MAT 180 - Precalculus	3
<b>Exercise and Health Promotion Major Requirements</b>	<b>56</b>
SPT 101 - Sport and Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
EXS 180 - Motor Learning and Performance or	
EXS 130 - Motor Development	3
EXS 160 - Introduction to AES	3
EXS 210 - Fundamentals of Nutrition and Exercise	3
EXS 280 - Health Promotion and Wellness Program	3
EXS 310 - Kinesiology and Biomechanics	3
EXS 320 - Exercise Physiology	3
EXS 330 - Fitness Evaluation and Prescription	3
SPT 340 - Program and Facilities Management	3

SPT 360 - Leadership	3
SPT 420 - Research Methods	3
ATC 101 - Injury Prevention and Risk Management	3
ATC 150 - Acute Care of Injury and Illness	2
ATC 333 - Gross Anatomy	3
BUMG 301 - Organizational Behavior	3
EXS 399 - AES Clinical Internship I	3
EXS 499 - AES Clinical Internship II	6
<b>Minimum Required Total Credits</b>	<b>121</b>

### Program Standards

Students will be retained within the exercise and health promotion major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the science foundation of the exercise and health promotion major requirements.
3. Grade point of 2.0 or better in each exercise and health promotion major required course with the ATC, EXS, or SPT prefix. Students who receive a grade point below a 2.0 in an exercise and health promotion major required course with an ATC, EXS, or SPT prefix will be required to repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Minimum cumulative GPA of 2.5 in exercise and health promotion required courses (ATC, EXS, or SPT prefix). If this GPA falls below the 2.5 in the required coursework, the student may not be allowed to begin additional coursework or clinical experiences.

### Additional Information-Clinical Experiences

All students in exercise and health promotion complete a series of clinical experiences designed to expose them to the fields of exercise and health and to give them progressively responsible experiences working with specialists in the field. As students move through the clinical experiences (nine credits total), they experience the application of knowledge in the clinical setting under departmental supervision.

### Department of Exercise and Sport Performance Faculty

See [Applied Exercise Science](#) program page.

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## Health Services Management Bachelor Degree Completion Program

**Degree:** Bachelor of Science with a major in Health Services Management

**College:** Health Professions

**Department:** Nursing and Health Services Management

**Contact:** Karen Pardue (Chair), MS, BSN, BC [kpardue@une.edu](mailto:kpardue@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Admission Requirements](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Program Standards](#)

[Graduation Requirements](#)

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[Department Website](#)

### Mission Statement

The health service management faculty believe that the availability of multiple entry and exit points in professional education is critical for students to meet various career aspirations. The health 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.

### Major Program Description

This program is a two-year/four-semester Bachelor of Science-degree completion program which is offered on the Westbrook College Campus. The program focuses on preparing students for increasingly responsible leadership positions in a variety of health care settings. The program allows students to take full advantage of prior academic and professional work by using it as a foundation for further study in health services management.

A total of 120 credits are required for this degree completion program and a student may apply to transfer up to 60 credits of prior academic and professional work completed through an accredited two or four-year college or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc.).

### Health Services Field and Program Focus

Health Services Management is an exciting and challenging field. It involves the application of management skills to the delivery of a full range of health services. The curriculum is based upon a solid foundation of knowledge of the design and delivery of health services. Students are prepared for a wide variety of positions in health services settings, including general management or specialized careers in insurance, health maintenance organizations, hospitals, physician practices, long-term care and rehabilitation facilities, government policy offices, research organizations, and human resource departments. Health services continue to grow and employment opportunities in this field are many. Starting salaries usually exceed average baccalaureate graduates. The degree completion program in health services management is a rigorous, problem-solving focused curriculum designed to prepare health care professionals for ever-expanding leadership positions in the rapidly changing health services delivery environment. Upon completion students will:

- Possess an increased awareness of various health service delivery systems and the effect of economic, sociological, psychological and political factors on the design and delivery of services.
- Recognize the individual, social, and environmental determinants of health, disease, and disability, and their influence on health service delivery systems.
- Possess the management and administrative skills necessary to effectively and efficiently design, implement and manage health services in a variety of settings.
- Analyze ethical and legal issues related to the design and delivery of health services.
- Work effectively as a member of a interdisciplinary health care team.
- Analyze health policy, applying it to the design and management of health service and health delivery systems.
- Use data from a variety of sources, both primary and secondary, for health service management decision-making.
- Evaluate the availability of health service and delivery systems, using a variety of quality assurance and quality improvement tools and processes.
- Discuss the evolution of governance, financial structure and organization.
- Identify current issues in health service delivery as they effect health service organizations, policy, and professionals.
- Advocate for continuing professional development in management.

### Admission Requirements

1. Meet all the general admission requirements of UNE.
2. Completed associate degree with health-related focus (preferred); or completed associate degree in another field; or prior academic and professional work completed through an accredited two- or four-year college or through a

specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc); or three years employment experience in health care; or approval of department chair.

3. Minimum overall GPA of 2.00 in previous college level courses.

See [University Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

A maximum of 60 credits may be accepted as transfer credit from an accredited college where an associate degree or its equivalent was earned. Prior academic credit and professional work completed without an associate degree or its equivalent will be awarded on a course by course basis. In all cases, academic credits are transferable only if a grade of "C" or better was earned. Other options and restrictions apply. See [University Undergraduate Admissions](#) also.

### Curricular Requirements

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

Students in the Baccalaureate Degree Completion Program participate in a field experience during their final semester of study, where they work closely with a manager in a health care setting to develop their managerial skills. This closely monitored experience is an integral part of the curriculum that provides opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills.

### Transfer Credit Maximum

60

[University Core Requirements](#) must be completed if you begin without the full 60 credits.

Consult with the department chair for selection of appropriate university core courses.

### Required Program Courses

HSM 300 - Intro to Management of Health Services Organization	3
HSM 301 - Leadership and Organizational Behavior	3
HSM 302 - Health Services Delivery Systems	3
HSM 303 - Health Care Economics	3
HSM 305 - Research Methods in Health Services	3
HSM 310- Health Care Finance and Accounting	3
HSM 370 - Law and Ethics of Health Care	3
HSM 401 - Health Care Policy and Planning	3
HSM 403 - Human Resources Management	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public, Private, and Community Health Care Organizations	3
HSM 495 - Field Practicum Health Services Management	6
HSM XXX- Elective	3
<b>Minimum Required Program Credits</b>	<b>42</b>
<b>Required General Education Courses</b>	
MAT 120 - Statistics	3
Advanced Humanities Electives (two courses)	6
General Electives (100 level or higher)	9
<b>Minimum Required General Education Courses</b>	<b>18</b>
<b>Minimum Required Total Credits</b>	<b>120</b>

### Program Standards

A student may be dismissed from the Health Services Management Program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in the UNE Catalog.
3. Failure to comply with the University Code of Conduct.
4. Failure to maintain a GPA of 2.0.

### Graduation Requirements

A total of 120 hours of credit with a 2.0 GPA or above is required for the bachelor of science degree. The credits are distributed as follows:

Transfer Credit and/or University Core Requirements	60 credits
General Education Courses	18 credits
HSM Program Courses	43 credits
<b>Minimum Total Required Credits</b>	<b>120 credits</b>

See *Academic Policy and Regulations* also.

### Minor in Health Services Management

Health services management is an exciting and challenging field and is rapidly growing and ever expanding career opportunities. For those students studying in other majors, in the health professions or in the liberal arts and sciences, a minor in health services management offers the opportunity to develop skills in leadership and management and to study their application to the health care environment. Students wishing to pursue a minor in health services management must have an

advisor in the program and approval from the program director. Each student works with the faculty advisor to design a minor consisting of six courses (18 credits) that must support the student's interests, using these guidelines:

<b>Required Courses</b>	<b>Credits</b>
HSM 300 - Intro to Management of Health Services Organization	3
HSM 301 - Leadership and Organizational Behavior	3
HSM 302 - Health Services Delivery Systems	3
<b>Flexible Required Courses (Choose three courses for 9 credits)</b>	
HSM 303 - Health Care Economics	3
HSM 310 - Health Care Finance and Accounting	3
HSM 370 - Law and Ethics of Health Care	3
HSM 401 - Health Care Policy and Planning	3
HSM 403 - Human Resources Management	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public, Private, and Community Health Care Organizations	3
<b>Minimum Total Required Credits</b>	<b>18</b>

### Faculty

Pardue, Karen, Director M.S., B.S.N., B.C., Russell Sage College.	Associate Professor
Aube, Marguerite C.A.S., University of Maine, Orono; M.S., Nursing, Boston University; M.S., Education, University of Southern Maine; B.S., Nursing, D'Youville College.	Clinical Assistant Professor
Briggs, Ann Marie M.S.N., Loyola University; B.S. Nursing, Xavier University.	Clinical Assistant Professor
Burke, Karen M.Sc. Management, Antioch University.	Instructor
Carter, Joseph M.S., M.Div., The Catholic University of America; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Coletti, Judy M.S.N., B.S.N., University of Utah.	Instructor
Davis, Bonnie Ph.D., Nursing, Rutgers State University of NJ; MS Community Nursing, Rutgers State University of NJ; BS, R.N. Nursing, Rutgers State University of NJ.	Clinical Assistant Professor
Drager, Paul J.D., University of Miami School of Law; B.B.A, University of Massachusetts.	Instructor
Dunbar, Dawne-Marie M.Ed., Nursing, University of Phoenix; A.D.N., University of New England.	Instructor
Dutta, Kaushik M.S., University of Arizona; B.A., University of Maine at Farmington.	Instructor
Elliott, J. Carol Ph.D., Boston College; M.S.N., University of Akron; R.N. Fitzgerald Mercy Hospital School of Nursing.	Clinical Assistant Professor
Ford, Charles Ph.D., SUNY at Buffalo-Organization and Administration; M.Ed., Pennsylvania State University-Communication; B.S., Pennsylvania State University-Mathematics and English; B.A., Taylor University-Natural Sciences.	Professor
Gorman, Enid M.S., University of Southern Maine; B.S.N., Texas Woman's University.	Clinical Assistant Professor
Haas, Barbara Ph.D., Union Institute; M.A., B.S.N., New York University.	Associate Professor
Hewitt, Michael N.D., Case Western University; B.A.Ed., City University of New York.	Clinical Assistant Professor
Kavanagh, James M.S.N., Simmons College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Knight, Brandi B.S.N., University of New England.	Instructor
Larrabee, Marka M.S.N., University of Massachusetts.	Instructor

Lemaire, Mary Lou M.S., Health Care Management, Hartford Graduate Center; B.S., Eastern Connecticut State University, A.D.N., Mohegan Community College.	Instructor
Lippmann, Amy M.S., Clark University; B.S. University of New England.	Clinical Assistant Professor
MacLeod, Carol M.S.N., Boston College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Morgan, Patricia M.S.N., University of New Hampshire; B.S.N., University of Rhode Island.	Clinical Assistant Professor
Morris, Cynthia MS, University of Southern Maine; B.S.N., University of Southern Maine; B.A., University of New Hampshire; A.A. Green Mountain College.	Clinical Associate Professor
Plodek, Jeanette M.S.N., College of New Rochelle; B.S.N., Florida Atlantic University; A.D.N., Palm Beach Community College.	Instructor
Rapier, Janet M.S.N., Simmons College/University of New England; B.S.N., University of New England; A.D.N., Shenandoah University.	Instructor
Sanders, Julia M.S.N., Spalding University; B.S.N., University of Louisville.	Clinical Assistant Professor
Sheehan, Judy J.D., University of Bridgeport School of Law; Ed.M. Nursing, Columbia University; B.S.N., Nazareth College.	Clinical Assistant Professor
Simpson, Nancy M.S., University of Southern Maine; B.S.N., University of Maine.	Clinical Assistant Professor
Spear, Nona M.S., Boston University; B.S.N., Saint Joseph College.	Clinical Assistant Professor
Star, Lorraine M.A., Rutgers University; B.A., Russell Sage College.	Instructor
Tausch, Judith Ed.D., Vanderbilt University; M.Ed., Rivier College; M.S.N., B.S.N., University of Massachusetts at Lowell.	Clinical Assistant Professor
Whiting, Tammy B.S.N., Westbrook College.	Instructor

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### History

**Degree:** Bachelor of Arts with a major in History

**College:** Arts & Sciences

**Department:** History

**Contact:** Dr. Elizabeth DeWolfe (Chair) [edewolfe@une.edu](mailto:edewolfe@une.edu)

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[Major Program Description](#)

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### Mission Statement

The objectives of the Department of History are to bring the study of the past to bear on the present; to demonstrate that knowledge and experience are dependent upon particular historical contexts; to expose students to a variety of cultures in historical context; to assist students to develop research and writing skills; to enrich students' appreciation and enjoyment of the richness of human endeavors; and to prepare students for a productive and rewarding professional life following the completion of their studies.

### Major Program Description

The major and minor in History offer students the opportunity to study the past in connection with the present. Students combine courses focused on specific geographic areas with elective course work from a variety of periods and areas of the world, preparing students for a range of career paths including education, graduate school, law, museum work and business. The history department works closely with the education department to prepare students for teaching history and social studies at the secondary school level.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

#### University Core Requirements

**Credits  
42-43**

#### Program Required Courses

#### **Two of the following Three Options:**

##### *Option I*

HIS 222 - US History: Contact through the Civil War

3

HIS 223 - US History: Reconstruction to Present or

3

##### *Option II*

HIS 230 - Continuity/Change from Ancient to Renaissance

3

HIS 231 - Continuity/Change in Modern Europe or

3

##### *Option III*

HIS 240 - Colonial Latin America

3

HIS 241 - Modern Latin America

3

**Program Required Option Sub-Total**

**12**

#### **Each of the Following:**

HIS 290 - History Hands On

3

HIS 450 - Senior Thesis

3

History Electives

15

**Program Minimum Required Total Credits**

**33**

Open Elective Courses (as needed to reach 120 credits)

variable

**Minimum Required Total Credits**

**120**

### History Course Selections 200-499

HIS 200 - Theodore Roosevelt, Woodrow Wilson and the Dawn of the American Century

3

HIS 202 - American Identity and History	3
HIS 204 - Growing Up Female: A History of Girls in America	3
HIS 210 - Race and Ethnicity in Latin America	3
HIS 212 - Cultures of Imperialism: Latin America and the United States	3
HIS 222 - United States History: Contact through the Civil War	3
HIS 223 - United States History: Reconstruction to the Present	3
HIS 230 - European History I: To The Renaissance	3
HIS 231 - European History II: Modern Period	3
HIS 240 - Colonial Latin America	3
HIS 241 - Modern Latin America	3
HIS 250 - American Women's History	3
HIS 251 - American Women's History II	3
HIS 290 - History Hands On	
HIS 314 - Contemporary History	3
HIS 315 - Topics in American Studies	3
HIS 320 - The European Enlightenment	3
HIS 322 - French Revolution and Napoleon	3
HIS 330 - Politics and Political Change in Modern Latin America	3
HIS 331 - Revolution and Social Protest in Mexico	3
HIS 332 - Cuba: History, Society & Culture	3
HIS 333 - Argentina: History, Society & Culture	3
HIS 337 - Topics in Women's History	3
HIS 338 - American Communal Experiments	3
HIS 339 - Best Sellers and the Big Bad City	
HIS 340 - The United States and the World	3
HIS 380 - Slavery and Race Relations in the United States and Brazil	3
HIS 400 - Topics in History	1-3
HIS 404 - Directed Readings in History	3
HIS 420/1 Internship	3
HIS 450 - Fourth-Year (Senior) Thesis	3

### Minor

A student with a major in another department may minor in History with the approval of the History Department Chair. Eighteen hours of approved course work is required.

### Additional Information/Secondary Education Certification

The department offers history majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of social studies. While providing a solid foundation in history, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

Education Courses	Credits
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 438 - Methods of Teaching Secondary Ed Social Studies	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See Education for more details.

### Department of History Faculty

DeWolfe, Elizabeth (Chair) Ph.D., Boston University - American and New England Studies; M.A., SUNY at Albany - Anthropology; A.B., Colgate University - Social Science.	Associate Professor
Burlin, Paul Ph.D., Rutgers University-American History; B.A., Heidelberg College - Philosophy.	Associate Professor and Interim Dean, College of Arts and Sciences
Sanders, Jeffrey Ph.D., University of New Mexico – History; M.A., Boston University – History; B.A., University of Washington – History; Comparative History of Ideas	Visiting Assistant Professor
DiPadova, Theodore Ph.D., City University of New York - European History; M.A., Brooklyn College of the City of New York - History; B.A., The College of Wooster - History and French.	Associate Professor
Yablon, Ariel	Assistant Professor

Ph.D., University of Illinois at Urbana - History; M.A., University of Illinois at Urbana - History;  
B.A., Universidad de Buenos Aires - History.

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### Health Science - Interdisciplinary Studies

**Degree:** Bachelor of Science with a major in Health Science

**College:** Health Professions

**Department:** Interdisciplinary Curriculum Office

**Contact:** Carl Toney [ctoney@une.edu](mailto:ctoney@une.edu)

[Mission Statement](#)

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#### Mission Statement

The mission of the Health Science - Interdisciplinary Studies major is to educate students on the complexities of health and the health care system through an interdisciplinary approach.

#### Major Program Description

The University of New England offers a Bachelor of Science degree in Health Science – Interdisciplinary Studies. The major offers students an interesting and challenging academic program, while preparing them for positions in the health service administration and policy arenas, public health, non-profit agencies, insurance companies, wellness centers, and a variety of emerging settings. Students are also prepared to study in Graduate Programs focused on Public Health, Health Promotion or Health Services Administration.

#### Admission Requirements

See [University Undergraduate Admissions](#).

#### Transfer Credit and Advanced Standing

For students transferring from another institution, a minimum of 45 credits in attendance is required for a bachelor of science degree in Health Science - Interdisciplinary Studies. That is, you must take at least 45 credits at UNE.

See [University Undergraduate Admissions](#) also.

#### Curricular Requirements

<b>University Core Requirements</b>	<b>42</b>
LILE 201 or LILH 201 - Human Traditions	3
LILE 202 or LILH 202 - Human Traditions	3
CHE 130 - Principles of Chemistry	4
CIT 400 - Citizenship Seminar	1
Creative Arts Experience	3
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
Humanities Exploration	3
Humanities or Soc/Behavioral Exploration	3
Advanced Humanities (2 courses)	6
MAT 120 - Statistics	3
PSY 220 - Sociocultural Context of Human Development I or Social/Global Awareness Course	3
PSY 270 - Sociocultural Context of Human Development II or Social/Global Awareness Course	3
<b>Interdisciplinary Core Requirements</b>	<b>41-42</b>
BIO 208 - Anatomy and Physiology I or equivalent	4
BIO 209 - Anatomy and Physiology II or equivalent	4
BIO 226 - Microbiology	4
BIO 309 - Pathophysiology	3
DEN 210 - Nutrition	3
IHH 221/321 - Community Health	2-3
IHH 402 - Interdisciplinary Approach to Ethics	3
IHH 403 - Health Disparities	3
IHH 405 - Health Care Systems	3
IHH 406 - End of Life Care	3
IHH 425 - Cultural Diversity of Health and Illness	3
IHH XXX - Electives	6
<b>Advanced Health Professions/Advanced Sciences</b>	<b>30</b>
3XX and 4XX Courses in Health Professions or Advanced Sciences	
<b>General Electives</b>	<b>6-8</b>
<b>Total Credits</b>	<b>120</b>

#### Program Standards

A minimum grade of "C-" is required in all major course work. This includes all courses taken other than those satisfying the University Core Requirements.

See [Undergraduate Academic Policy](#) also.

### Faculty

Carl Toney, PA-C  
P.A., Duke University;  
A.B., Georgia State University

Assistant Professor and Director of the Interdisciplinary  
Curriculum Office

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## Laboratory Science

**Degree:** Bachelor of Science with a major in Laboratory Science

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Jerome Mullin (Chair) [jmullin@une.edu](mailto:jmullin@une.edu)

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### Mission Statement

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

Physics, too, is the study of matter and energy, viewed from a different perspective. To understand living systems and the universe in which we live requires an understanding of the chemical and physical principles that operate within them.

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

### Major Program Description

The laboratory science (LS) major is designed to prepare graduates for work in a variety of modern laboratory settings, ranging from biotechnology labs to quality control labs to academic, medical, or industrial research labs. The program includes a broad spectrum of laboratory courses in chemistry, biochemistry, and biology, so that the graduate will have as comprehensive a repertoire of lab skills as possible. With careful selection of electives, LS graduates wishing to become medical technologists will be well-prepared for acceptance into accredited hospital internship programs in medical technology. Upon successful completion of both the LS curriculum and internship components, the student becomes eligible to take the National Registry examinations given by the American Society of Clinical Pathologists (ASCP) and the National Certification Agency (NCA) for Medical Laboratory Personnel. Medical technologists (clinical laboratory scientists) are able to perform technical, supervisory, and teaching responsibilities in a clinical laboratory. Recent LS graduates have been successful in pursuing careers in industry and post-baccalaureate graduate studies.



### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

#### University Core Requirements.

#### Program Required Courses

BIO 104 - General Biology (included in core requirements) or	
BIO 101/102 - Biology I and II (included in core requirements)	
BIO 200 - Genetics	5
BIO 226 - Microbiology	4
BIO 260 - Immunology	4
BIO 370 - Cell and Molecular Biology	3
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 307 - Quantitative Analysis	5
CHE 309 - Intro to Instrumental Analysis	4
CHE 310 - Fundamentals of Biochemistry	4
MAT 190 - Calculus I (included in core requirements)	
PHY 110 - General Physics I	4
<b>Flexible Program Required Courses*</b>	<b>12</b>

**Credits**  
**42-43**  
**46**

\*Select a minimum of three courses selected from the following.

BIO 203 - Histology	4
BIO 204 - Parasitology	4
BIO 245 - Gen Prin of Human Anat, Phys and Path I	4
BIO 345 - Gen Prin of Human Anat, Phys and Path II	5
CHE 211 - Organic Chemistry II	5
PHY 111 - General Physics II	4
<b>Minimum Required Total Credits</b>	<b>100</b>

#### Recommended Elective Courses

BIO 330 - Comparative Vertebrate Anatomy (if BIO 245/345 not selected)	4
MAT 150 - Statistics for Life Sciences	4
MAT 195 - Calculus II	4
Open Elective Credit (as needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

#### Program Standards

The chemistry course grade point average must be maintained at 2.00 (C) or better. Please note that there are no substitutions for the Organic Chemistry requirements.

#### Minor in Chemistry

A student with a major in another department may minor in Chemistry with the permission of the Chemistry and Physics Department Chair. Twenty-three hours of course work is required for the minor in Chemistry as specified below. This minor indicates a significant level of accomplishment in the important foundation areas of Chemistry.

CHE 110 General Chemistry I **4 cr**

CHE 111 General Chemistry II **4 cr**

CHE 210 Organic Chemistry I **5 cr**

CHE 211 Organic Chemistry II **5 cr**

CHE 307 Quantitative Analysis **5 cr**

#### Department of Chemistry and Physics Faculty

Mullin, Jerome (Chair) Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.	Professor
Bilotta, Paul M.S., University of Tennessee- Analytical Chemistry; B.S. Merrimack College – Chemistry.	Laboratory Instructor
Callahan, Dan (Laboratory Coordinator) M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.	Lecturer
Deveau, Amy Ph.D., University of Virginia-Chemistry; B.S., Stonehill College-Chemistry.	Assistant Professor
Stubbs, John Ph.D., University of Minnesota-Physical Chemistry; B.A., University of Minnesota at Morris - Chemistry and German.	Assistant Professor
Sweezy, Mark Ph.D., University of Vermont- Microbiology and Molecular Genetics; B.A., Western State College of Colorado- Biology.	Assistant Professor
Syvinski, Christopher M.S., Clarkson University- Chemistry; B.S., Clarkson University- Chemistry.	Laboratory Instructor
Vesenka, James Ph.D., University of California, Davis-Physics; M.S., University of California, Davis-Physics; B.A., Clark University-Physics/Chemistry.	Associate Professor

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### Liberal Studies

**Degree:** Bachelor of Arts with a major in Liberal Studies

**College:** Arts and Sciences

**Department:** Interdisciplinary

**Contact:** Dr. Linda Sartorelli (Chair) [lsartorelli@une.edu](mailto:lsartorelli@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

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[Department Website](#)

### Mission Statement

The liberal studies major challenges students to understand and evaluate human values, cultures and ideas as they are expressed in the various humanities disciplines. In addition, the major invites students to make connections across academic disciplines, historical periods, and diverse cultures. Our faculty believe that the ability to make these connections is the mark of a truly educated person.

### Major Program Description

Liberal Studies is a multidisciplinary major in the humanities - history (including history of art & history of music), philosophy, literature, political science, religion, languages, and American studies. It is designed for students who are interested in more than one discipline or in some broad topic or theme. Students majoring in liberal studies have primary responsibility for designing their own college education. They investigate ideas through the process of discovery, and discovery is best begun at the point of their own interests and goals. In the absence of restrictive course requirements, but in close concert with a faculty advisor, liberal studies students plan their own broad-based program. During the third and fourth years, the focus turns towards creating a cohesive cluster of courses dealing with a theme, culture, or period. Students may concentrate, for instance, on humanistic views of science and take courses such as science and religion, literature of the sea, and bioethics. There are many possibilities in this flexible major.

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

All UNE students take the University Core Curriculum. In addition to the Core requirements, liberal studies candidates in consultation with their advisors will take a minimum of 33 credits in the humanities (history, philosophy, literature, political science, religion, languages, and American studies). At least five courses should be upper level. All students will take at least one methodology course in the humanities such as ENG 206 Literary Theory and Criticism, ENG 207 Introduction to Cultural Theory, HIS 290 History Hands On, or AMS 105 Introduction to American Studies. Majors are also encouraged to take relevant elective courses in the social sciences. Depending upon their career interests, students may take courses in other UNE majors such as business, creative arts, science, or education. The Liberal Studies Program is an excellent major for those students wishing also to enroll in the Pre-Law Program.

In addition, students will enroll in LIL 420 and complete a capstone senior thesis or project. All students may also develop an Internship and enroll in LIL 495.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

[University Core Requirements](#)

**Program Required Courses\***

LIL 420 - Senior Thesis/Project

LIL 495 - Internship in Liberal Studies

Individually selected courses (as needed to reach 120 credits)

**Minimum Required Total Credits**

\*Students design their own curriculum in consultation with their advisors. At least five courses at 300 or 400 level and one methodology course in the Humanities is required.

**Credits**

42-43

**33**

3

3-9

variable

**120**

### Interdisciplinary Faculty

Virtually all UNE faculty participate in this program.

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## Marine Biology

**Degree:** Bachelor of Science with a major in Marine Biology

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Lawrence Fritz (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)



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### Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age - students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

### Major Program Description

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

### Transfer Credit and Advanced Standing

See Biology Majors: General Information

### Curricular Requirements

	<b>Credits</b>
<a href="#">University Core Requirements</a>	<b>42-43</b>
<b>Program Required Courses</b>	<b>30-34</b>
BIO 100 - Biology I (included in the core requirements)	4
BIO 101 - Biology II	5
BIO 200 - Genetics	4
BIO 250 - Marine Biology	1
BIO 325 - Marine Science Speaker Series	4
BIO 360 - Oceanography	3-4
BIO 400- or higher level elective ( not satisfied by Internship/Research)	
<i>Topic Areas (to be selected in consultation with advisor)</i>	
See Biology Majors: General Information	
Physiology topic area	3-4
Ecology topic area	3-4
Organismal topic area	3-4
<b>Program Required Science and Mathematics Courses</b>	<b>32-33</b>
Chemistry	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
or CHE 310 - Fundamentals of Biochemistry	4
Mathematics	
MAT 150 - Statistics for Life Sciences	3
MAT 190 - Calculus I	4
Physics	
PHY 110 - Physics I	4
PHY 111 - Physics II	4
Open Elective Credit (as needed to reach 120 credits)	variable

**Minimum Required Total Credits****120****Additional Information: Honors Program and Internship Eligible**

See Biology Majors: General Information

**Department of Biological Sciences Faculty**

See Biology Majors: General Information

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## Mathematics

**Degree:** Bachelor of Science with a major in Mathematics

**College:** Arts and Sciences

**Department:** Mathematics

**Contact:** Dr. Susan Gray (Chair) [sgray@une.edu](mailto:sgray@une.edu)

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### Mission Statement

Mathematics is central to effective communication, critical thinking, and decision-making. Its study enhances a liberal arts education by exposing students to the methods and philosophies of quantitative analysis and the role mathematics plays in the modern world. The Department of Mathematical Sciences offers courses and opportunities supporting students and faculty to pursue quantitative inquiries.

### Major Program Description

The **bachelor of science major in mathematics** provides students with a strong theoretical grounding in the major branches of mathematics and exposure to a variety of applications in mathematics and other disciplines. Mathematics majors engage in research in an area of interest during their senior year and they receive model instruction preparing them for careers in mathematics, statistics and many other fields. Mathematics majors are also prepared for future advanced study in mathematics, statistics, and other graduate areas. The curriculum integrates computer and other technology-based approaches to demonstrate the modern practices of mathematics. The College of Arts and Sciences core curriculum adds a strong liberal arts foundation to the major.

Courses in mathematics provide students with stimulating ideas and tools essential to study in many academic disciplines. Students in all majors will find courses to develop their skills and increase their confidence in the use of mathematics and their appreciation of its value for solving problems, conducting and interpreting research, and thinking about social, economic, and other contemporary issues.

Additionally, the department supports University of New England faculty members in their efforts to research mathematics, to study the teaching and learning of mathematics, to collaborate with professionals, and to develop as teacher scholars.

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred mathematics courses must be reasonably close in scope and content to the mathematics courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All previously completed mathematics courses must be no older than five years prior to matriculation at UNE. Other options and restrictions apply. See [Undergraduate Admissions](#) also.

### Curricular Requirements

	<b>Credits</b>
<a href="#">University Core Requirements</a> (excluding mathematics)	<b>39</b>
<b>Program Required Courses</b>	
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
MAT 200 - Calculus III	4
MAT 215 - Applied Mathematics with Differential Equations	3
MAT 220 - Linear Algebra	3
MAT 230 - Foundations of Mathematics	3
MAT 240 - Geometry	3
MAT 310 - Abstract Algebra*	3
MAT 322 - Mathematical Probability and Statistics	3
MAT 400 - Real Analysis	3
MAT 410 - Complex Analysis	3
MAT 480 - Mathematics Research Seminar	3
<b>Program Minimum Required Total Credits</b>	<b>39</b>
<b>Science Elective Credits</b>	<b>6-8</b>
Open Elective Courses (needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>
*Designated Critical Thinking course	

**Minor in Mathematics**

Students may earn a mathematics minor by completing a minimum of 6 mathematics courses numbered MAT 120 or above with grades of C or higher and a 2.75 cumulative grade point average in all courses applying to the minor. Only one of the courses MAT 120 or 150 can be applied to a mathematics minor. Students wishing to declare a mathematics minor must submit a course plan in writing for approval by the Department of Mathematical Sciences faculty. Prior consultation with a mathematics faculty member is encouraged.

**Additional Information**

Refer to [Mathematics Placement Procedures](#) for guidelines about mathematics placement.

**Department of Mathematics Faculty**

Gray, Susan (Chair) Ed.D., Boston University-Mathematics Education; M.A.T., University of Pittsburgh-Science Education; B.S. Pennsylvania State University-Medical Technology/Biology.	Associate Professor
Arciero, Michael Ph.D., University of Rhode Island, Mathematics; B.S., University of Rhode Island, Physics	Assistant Professor
Greenleaf, Scott Ph.D., SUNY Stony Brook – Mathematics; BS, Bates College – Mathematics.	Assistant Professor
Gutmann, Timothy Ph.D., University of New Hampshire - Mathematics Education; M.A., Pennsylvania State University – Mathematics; B.A., Bowdoin College - Mathematics and German.	Assistant Professor
Mittal, Amita M.S., University of Southern Maine - Statistics; M.S., University of Delhi, India - Mathematics; B.E., MDU, India - Education; B.S., University of Delhi, India - Mathematics	Instructor
St. Ours, Paulette M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A. St. Joseph's College-Mathematics.	Associate Dean, College of Arts and Sciences

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**Medical Biology - Medical Sciences Track****Degree:** Bachelor of Science with a major in Medical Biology- Medical Sciences Track**College:** Arts and Sciences**Department:** Biological Sciences**Contact:** Dr. Lawrence Fritz (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)[Mission Statement](#)[Major Program Description](#)[Transfer Credit and Advanced Standing](#)[Curricular Requirements](#)[Additional Information](#)[Faculty](#)[Department Website](#)**Mission Statement**

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

**Major Program Description**

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

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

This program is designed for: pre-medical students, pre-dental students, pre-veterinary students, students who will eventually enter graduate school in the biological sciences, and students who will eventually enter the biotechnology industry.

**Transfer Credit and Advanced Standing**

See Biology Majors: General Information

**Curricular Requirements**

	<b>Credits</b>
<a href="#">University Core Requirements.</a>	<b>42-43</b>
<b>Program Required Courses</b>	<b>27-29</b>
BIO 100-Biology I (included in core requirements)	
BIO 101-Biology II	4
BIO 200-Genetics	5
BIO 245-Gen Prin of Human Anat, Phys, and Patho I	4
BIO 345-Gen Prin of Human Anat, Phys, and Patho II	5
BIO 370-Cell Biology	3
BIO 200 or higher elective (not satisfied by Internship/Research)	3-4
BIO 400 or higher elective (not satisfied by Internship/Research)	3-4
<b>Program Required Science and Mathematics Courses:</b>	<b>36</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 310 - Fundamentals of Biochemistry	4
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180 - Precalculus	3
<i>Physics</i>	
	4

PHY 110 - Physics I

PHY 111 - Physics II

Open Elective Courses (as needed to reach 120 credits)

4

variable

**Minimum Required Total Credits****120****Honors Program and Internship Eligible**

See Biology Majors: General Information

**Additional Information: Accelerated 3-4 Option Medical Biology-Medical Sciences Track**

For those students interested in attending the [University of New England's College of Osteopathic Medicine \(UNECOM\)](#), an accelerated version of this track offers the opportunity to complete this major upon successful completion of three years of undergraduate work and the first year of medical school. Qualified CAS undergraduate students who wish to become a doctor of osteopathy (D.O), may apply for early admission to the College of Osteopathic Medicine at the University of New England following their third year. This "3-4 Program" allows mature, qualified CAS students to complete an undergraduate degree and doctor of osteopathy degree in seven years. The program is for students admitted to CAS in the medical sciences track in the medical biology major. Recommended policy and procedures for this program follow:

- Complete admission requirements of the College of Osteopathic Medicine of the University of New England (see the COM Catalog medical college admission requirements.)
- Complete CAS graduation requirements for both the medical sciences track in the medical biology major and the CAS Core Curriculum (with the exception of one BIO 400 or higher level course).
- Successful completion of the first year of COM courses for which 30 hours of credit will be awarded towards meeting the undergraduate degree.
- Seventy-five percent or 90 credit hours of the total required credit hours for a baccalaureate degree must be completed prior to matriculation in COM.
- To qualify for the 3-4 Program, students must satisfy a two-year residency which requires that at least two thirds (60 credit hours) of the undergraduate requirements be taken while in CAS.
- Students entering the 3-4 Program should declare their intention by the end of the fall semester of their second year at the Registrar's Office and with their advisor. The form may be obtained online on the Registrar's page.
- 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 beginning of the fall semester of their third year. They will undergo the regular admission process as indicated in the UNECOM catalog and be evaluated by the Admission Committee of COM. Students are strongly advised to seek regular advice, counseling, and support from the Pre-Health Professions Advisory Committee (PHPAC). Continuing support of 3-4 students by the PHPAC requires demonstration of academic strength, personal motivation, and sufficient maturity to indicate probable success in the Osteopathic Medical Program.
- 3-4 Program students who fulfill requirements as described are guaranteed an interview and are assured of receiving full consideration by the Admissions Committee for admission to COM.
- Students are encouraged to take the MCAT in April of their second year.
- During their first year at COM, 3-4 Program students will also be CAS students and are therefore encouraged to continue to seek counsel and guidance of PHPAC of CAS.
- First-year 3-4 COM students will submit a "Petition to Graduate" form to the Registrar's Office during the first week of their second semester and will be awarded a baccalaureate degree upon satisfactory completion of the first year at COM. This form may also be obtained online on the Registrar's page.
- Students must fulfill all other CAS and COM requirements and business office obligations.

**Department of Biological Sciences Faculty**

See Biology Majors: General Information

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## Medical Biology- Health Sciences Track

**Degree:** Bachelor of Science with a major in Medical Biology - Health Sciences Track

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Lawrence Fritz, (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)

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### Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

### Major Program Description

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

The health sciences track is ideal for students whose ultimate goal is to apply to stand-alone graduate-level programs in physical therapy, occupational therapy, and related health professional programs. It provides students with a solid foundation in the biological sciences that are pre-requisites for entry into graduate programs. Additionally students in this track are required to complete off-campus internships for college credit (e.g. in hospital, clinical, or laboratory setting).

### Transfer Credit and Advanced Standing

See [Biology Majors: General Information](#)

### Curricular Requirements

	Credits
<b>University Core Requirements</b>	<b>42-43</b>
<b>Program Required Courses</b>	<b>25-29</b>
BIO 100-Biology I (included in core requirements)	
BIO 101-Biology II	4
BIO 245-Gen Prin of Human Anat, Phys, and Patho I	4
BIO 345-Gen Prin of Human Anat, Phys, and Patho II	5
BIO 200 or higher electives ( <b>at least two courses with restrictions: see below</b> )* (This is not satisfied by Internship/Research)	6-9
BIO 400 or higher elective (not satisfied by Internship/Research)	3-4
<i>Biological Sciences Internship</i>	
BIO 495-Biological Sciences Internship	3
<b>Program Required Science, Mathematics and Social Science Courses</b>	<b>28</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180 - Precalculus	3
<i>Physics</i>	
PHY 110 - Physics I	4
PHY 111 - Physics II	4
<i>Social Sciences</i>	
PSY 105-Introduction to Psychology	3
PSY 205-Abnormal Psychology	3
Open Elective Courses (as needed to reach 120 credits)	variable

**Minimum Required Total Credits****120**

**\*Note:** One of the BIO 200 or higher courses must be selected from the following:

BIO 203 Histology  
BIO 226 Microbiology  
BIO 302 Gross Anatomy  
BIO 340 Embryology  
BIO 322 Comparative Animal Physiology  
BIO 365 Immunology  
BIO 309 Pathophysiology  
BIO 330 Comparative Vertebrate Anatomy  
BIO 404 Neuroscience  
BIO 370 Cell/ Molecular Biology

**Highly Recommended Courses**

CHE 210 - Organic Chemistry I  
CHE 310 - Fundamentals of Biochemistry

**Additional Information: Honors Program and Internship Eligible**

See Biology Majors: General Information

**Department of Biological Sciences Faculty**

See Biology Majors: General Information

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**Medical Biology - Pre-Physician Assistant Track**

**Degree:** Bachelor of Science with a major in Medical Biology- Pre-Physician Assistant Track

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Lawrence Fritz (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)

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**Mission Statement**

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

**Major Program Description**

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

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

**Transfer Credit and Advanced Standing**

See [Biology Majors: General Information](#)

**Curricular Requirements**

	<b>Credits</b>
<b>University Core Requirements.</b>	<b>42-43</b>
<b>Program Required Courses</b>	<b>27-29</b>
BIO 100 - Biology I (included in core requirements)	
BIO 101 - Biology II	4
BIO 200 - Genetics	5
BIO 245 - Gen Prin of Human Anat, Phys, and Patho I	4
BIO 345 - Gen Prin of Human Anat, Phys, and Patho II	5
BIO 370 - Cell Biology	3
BIO 200 or higher elective (not satisfied by Internship/Research)	3-4
BIO 400 or higher elective (not satisfied by Internship/Research)	3-4
<b>Program Required Science and Mathematics Courses</b>	<b>31-32</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 310 - Fundamentals of Biochemistry	4
or CHE 211 - Organic Chemistry	5
<i>Mathematics</i>	
MAT 150 - Statistics for Life Sciences	3
MAT 180 - Precalculus	3
<i>Physics</i>	
PHY 110 - Physics I	4
PHY 111 - Physics II	4
Open Elective Courses (as needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

### Additional Information: Honors Program and Internship Eligible

See Biology Majors: General Information

### Additional Information: 3-2 Option-Pre-Physician Assistant Track

An accelerated version of this track offers selected students the opportunity to enroll in the University of New England's master's-level Physician Assistant Program one year early (i.e. after their third undergraduate year). This five-year educational track is designed to combine a medical biology-pre-physician assistant track baccalaureate degree, master of science degree, and physician assistant certificate. The program has two components.

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

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

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

1. Completed Physician Assistant Program application form including a personal statement which describes:
  - a. Your understanding of the role of the physician assistant and the key issues in your life which have influenced your decision to become a PA.
  - b. Your perception of the major health care issues facing our society today and how, as a PA, you intend to contribute to their resolution.
  - c. How these contributions relate to the UNE Physician Assistant Program's mission.
2. A completed academic self-report form.
3. Student copies of applicant's transcript(s) indicating completion of undergraduate and/or graduate degree(s) from accredited colleges or universities (if applicable), or satisfactory completion of at least 90 credits that include the necessary prerequisite course work.
4. Three letters of reference on University of New England Physician Assistant Program reference forms submitted by the evaluator to the Graduate Admissions Office.
5. Official transcript(s) must be sent directly from issuing institution(s) to UNE's Graduate Admissions Office.

Students must have maintained a GPA of 3.30 in all natural science courses and an overall GPA of 3.00. The natural science GPA for students who transfer into the accelerated pre-physician assistant 3-2 track is calculated by all courses taken both at UNE and other institutions. This is inclusive of course work that does not transfer into UNE. The overall GPA is based solely on courses taken at UNE. Transfer students enrolling in the accelerated pre-physician assistant 3-2 track must be in residence as a full-time matriculated, undergraduate student for four semesters at UNE.

Enrollment in the accelerated pre-physician assistant 3-2 track does not guarantee admission into the Master of Science - Physician Assistant Program. In the event a student does not proceed into the master's level program, it is the student's responsibility to plan for timely completion of the medical biology-pre-physician assistant track baccalaureate program.

Students from the accelerated pre-physician assistant 3-2 track who are admitted into the Master of Science - Physician Assistant Program will receive a bachelor's degree upon successful completion of the first-year of graduate PA studies. After successful completion of the second year of the graduate PA curriculum, a Physician Assistant Certificate, and a master of science - physician assistant degree will be awarded. Students should consult their academic advisor for additional information regarding the program.

### Department of Biological Sciences Faculty

See Biology Majors: General Information

### Notice and Responsibilities Regarding this Catalog

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*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Bachelor of Science in Nursing (R.N. to B.S.N.)

**Degree:** Bachelor of Science in Nursing (B.S.N.)

**College:** Health Professions

**Department:** Nursing and Health Science Management

**Contact:** Karen Pardue, M.S., B.S.N., B.C. (Director) [kpardue@une.edu](mailto:kpardue@une.edu)

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### Mission Statement

The philosophy of the Department of Nursing is consistent with the mission and goals of the University of New England and based on faculty maintained values and beliefs. Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. The faculty believes that nursing not only involves using a problem solving process to guide people in identifying their own health care needs but also involves supporting people in the decisions they make about their health. Nurses assume many roles as they work collaboratively with clients, families, and other health care professionals in providing care. These multiple roles include being an advocate, a teacher, a caregiver, a counselor, a case manager, a leader, a change agent, and a researcher. As a health care resource, nurses are available to people to assist them in attaining and maintaining health. Since the health care environment in which nurses' function is rapidly changing, and technologically oriented, nurses use knowledge gained from theory, research and clinical experience to guide their practice.

The faculty believes the practice of nursing must be in accordance with established standards of clinical nursing practice and the American Nurses Association Code of Ethics. The outcomes of nursing practice include the prevention of illness; the promotion, support, and restoration of health; and the preparation for a dignified death incorporating independent, interdependent, and dependent care models. We believe that clients, as partners in their care, may be individuals, families, groups, or communities. As such, we value the uniqueness, worth and integrity of all people and believe that each human being is a dynamic holistic system. Holism is viewed as the integration of spiritual, physical, emotional, social, cultural, and cognitive dimensions. As people grow and develop they strive to meet the needs of these interconnected dimensions to achieve a sense of harmony and balance between self and environment. The environment is a dynamic set of internal and external systems. The faculty view health as a personally perceived state of well being. Health is an ever-changing interplay among the spiritual, physical, social, cultural, and emotional dimensions of people. As a concept, health applies to individuals, families, groups, communities, and all of society.

The essence of professional nursing lies in the academic experience, which provides the foundation for intellectual inquiry. The process of learning is a continuous one wherein the student develops a unique understanding of theories and concepts from the natural and behavioral sciences as well as the liberal arts. The acquisition of this knowledge moves from simple to more complex and is evidenced by the student's integration of theory into practice at all levels. The faculty, committed to liberal arts education as fundamental for the development of critical thinking, decision making, and communication skills, strives for a balance between arts, sciences, humanities, and professional studies. Optimal learning occurs in a supportive, caring and interactive environment, which takes into account the diversity of culture and experience that students bring to the learning situation. We believe that education is a partnership between student and teacher, where the teacher serves as a facilitator and guide. Student learning is a collaborative one whereby students learn from clients, peers, mentors, preceptors, as well as faculty. Faculty is receptive to individual student needs, flexible to individual learning styles, and committed to a continuum of nursing education, which begins with the associate degree and culminates with the doctoral degree.

Finally, the faculty believes that the availability of multiple entry and exit points in professional education is critical for students to meet varied career aspirations. The nursing programs of the University of New England provide the foundation for students to move from novice toward expert practice within the profession and allows students to explore expanded professional role opportunities.

### Major Program Description

UNE's 2 + 2 nursing education model was developed to address the needs of both traditional and non-traditional students. There are opportunities to enter the program at multiple points depending upon prior education and experience:

1. Students can enter the program in the first year and earn an associate degree at the end of the second year. After passing the licensing exam students can begin working as a registered nurse (RN) and at the same time continue their education as they pursue a bachelor of science in nursing (BSN). **See** Associate of Science: Nursing (ADN) **if you are not currently a RN.**
2. RN's who have graduated from an associate degree or diploma program may return to school to continue their professional development at the beginning of the third year. This also applies to UNE students as outlined in (1). Successful completion of the third and fourth years earns the student a BSN.

### The RN to BSN program is for current registered nurses seeking the BSN.

The Nursing Program at the University of New England is uniquely designed to both facilitate growth for current nursing professions holding the RN degree as well as training entry level students into the profession of nursing. **Students seeking the BSN with no prior nursing experience should see the Associate of Science: Nursing (ADN).** The UNE Nursing Program utilizes Patricia Benner's theoretical concepts of caring and the delivery of nursing care within the seven domains of nursing practice as the curricular framework. Utilization of this model provides for a strong relationship between nursing theory and practice. In addition, foundational courses within the program employ Maslow as a conceptual basis for care planning and problem solving.

The RN to BSN courses are designed for current registered nurses who embrace the opportunity to broaden and enhance current knowledge and skills, acquire knowledge in the theory and practice of nursing, increase career opportunities and provide the credentials necessary for graduate education. Delivered through both didactic and clinical components, the curriculum includes advanced courses leading to competencies in the areas of nursing theory, research, assessment, critical thinking, health care of groups and communities, health care delivery, finance, leadership and management, and teaching and learning.

During this time, nursing course work meets on a compressed schedule, generally one day per week. This format allows the student to continue practicing as a registered nurse and encourages the individual to apply concepts presented in the classroom to actual clinical practice.

Upon completion of the program, the student is awarded the baccalaureate of science in nursing (BSN) degree. Graduates of the program are prepared to participate in the health care delivery system in the role of direct care provider to groups and communities, researcher, manager and leader, family and community health educator, change agent, and interdisciplinary collaborator and coordinator.

Throughout the program, the following concepts are consistent threads in all nursing courses:

Holism	Nursing Roles
Caring	Critical Thinking
Teaching	Research
Learning	Cultural Awareness

This unique two-year nursing program represents an opportunity for RN's to obtain the BSN degree and enhance knowledge and skills, acquire new knowledge in the theory and practice of nursing, and increase career opportunities. The program provides the student with both classroom and experiential learning opportunities and includes a balance between professional study and study in the arts and sciences. In keeping with the University of New England philosophy of general education, which values an interdisciplinary conceptual and integrated approach to the educational process, the student in the last two years of study is exposed to different ways of knowing through further study and exploration of social sciences, natural sciences and the humanities.

Students who successfully complete the baccalaureate nursing degree are well prepared to enter any master's degree nursing program, including the Master of Science - Nurse Anesthesia Program, offered at the University of New England.

### Student Learning Outcomes

Students will be able to:

1. discuss Nursing Theory with a focus on Patricia Benner's model as it relates to nursing practice, education and research.
2. integrate nursing, the physical and behavioral sciences with the humanities to formulate professional, personal, organizational and community concepts of health and wellness.
3. participate in the scholarly research process at Benner's novice level of practice from the perspective of consumer to researcher.
4. develop reflective use of creative and critical thinking skills, strategies and processes in professional, personal, scholarly and organizational life.
5. demonstrate an understanding of diversity and its effect upon the human experience.
6. demonstrate effective communication skills, which enhance personal, professional and scholarly life.
7. operationalize the nursing process within Benner's definition of health for individuals, families, groups and communities.
8. apply concepts and principles of teaching, learning and health promotion to Benner's domain of teaching/coaching to designated populations.
9. participate in the leadership / management process within Benner's organizational work role domain of practice.
10. develop knowledge of self in order to make ethical and therapeutic decisions as a baccalaureate prepared nurse.
11. collaborate effectively with other disciplines in structural and semi-structural health care settings.

### Accreditation

The program is fully accredited by the National League of Nursing Accrediting Commission (NLN-AC) and is approved by the Maine State Board of Nursing. The NLN can be contacted at 61 Broadway, 33rd Floor, New York, NY 10006 1-800-669-9656 x153.

### Admission Requirements

1. Meet all University general admission requirements:

See University Undergraduate Admissions.

2. Graduation from an NLN-accredited associate degree or diploma program or the equivalent or advancement from the UNE first two years after successfully passing the national nursing licensure examination.
3. Graduation from a nursing curriculum approved by the Ministry of Health if applying to the program offered at the branch campus in Israel.
4. Licensure as a registered nurse. (copy of license)
5. Minimum GPA of 2.50.

### Health Information Requirements

1. Current CPR certification (CPR for Health Professionals).
2. Completed health form, with proof of tuberculin testing, measles/rubella immunity, and Hepatitis B vaccine or titer (if not presently on file) are submitted to the Health Center.
3. Professional liability (malpractice) insurance (\$1,000,000 - \$3,000,000 coverage is required).
4. Current RN License.

See [University Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

1. ADN and RN candidates for the BSN Completion Program will be given full credit for their prior course work, up to a maximum of 60 credits. These credits fulfill all pre-requisite course requirements for the third and fourth year courses. Evidence of the maintenance of clinical competence, usually through current employment, must be provided.
2. Academic credits are transferable if a grade of "C" or better was earned.
3. Diploma-based candidates who are active in the practice of nursing will be awarded 30 credits for nursing courses, up to a maximum of 60 transfer credits.
4. Diploma-based candidates, not actively participating in the practice of nursing, may submit a portfolio for transfer of nursing credits upon completion of the Health Assessment course in the fall semester. An alternative mechanism for transfer of nursing credit is to take the NLN Mobility II exam, if not active in practice.

See [University Undergraduate Admissions](#) also.

### Curricular Requirements

<b>Maximum Transfer Credits (RN)/(ADN)</b>	<b>60</b>
<b>Fall, Year 3 (Semester 1)</b>	
NSG 301 - Nursing Theory	3
NSG 302 - Health Assessment	3
NSG 303 - Managing the Challenges of Disability	3
Humanities Elective (United States) or ENG 110 (Israel)	3 or 4
Nursing Elective	3
<b>Total</b>	<b>15/16</b>
<b>Spring, Year 3 (Semester 2)</b>	
NSG 304 - Families in Crisis	3
NSG 305 - Health Education in the Community	3
MAT 120 - Statistics	3
Humanities Elective	3
Nursing Elective	3
General Elective	3
<b>Total</b>	<b>18</b>
<b>Total First Year</b>	<b>33/34</b>
<b>Fall, Year 4 (Semester 3)</b>	
NSG 401 - Nursing Research Methods	3
NSG 402 - Community Health Nursing (Theory and Practice)	6
Humanities Elective	3
Economics or Political Science course or HSM course	3
<b>Total</b>	<b>15</b>
<b>Spring, Year 4 (Semester 4)</b>	
NSG 403 - Leadership and Management Nursing (Theory and Practice)	6
Humanities Elective	3
Pathophysiology	3
General Elective (Not required of branch campus in Israel)	3
<b>Total</b>	<b>15</b>
<b>Total Second Year</b>	<b>30/27</b>
<b>Minimum Total Required Credits*</b>	<b>123/121</b>

\*Credit for developmental coursework is not reflected in the minimum total credits required for degree completion.

### Program Standards

1. Developmental course work provides advanced nursing content, which builds upon basic nursing knowledge. Each course has a minimum grade requirement of "C."

2. The student must also satisfactorily complete the clinical-based experiential components of each course.
3. The student must obtain a minimum grade of "C" in all required science courses.
4. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
5. Passage of English qualifying examinations (for the branch campus in Israel).
6. Completion of UNE HIPAA requirements and maintenance of immunizations before participating any clinical component.

**A student may be dismissed from the nursing program for any of the following reasons:**

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Catalog or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical-based component of a nursing course.
5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

### Financial Information

#### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

#### Lab Fees

Laboratory fees are assessed in individual courses that incorporate the skills laboratory and the human patient simulator laboratory.

#### Equipment

Students are responsible for the costs of the following required items: Uniforms and lab jacket; name tag; bandage scissors; watch indicating seconds; stethoscope.

#### Transportation

Nursing students are responsible for their own transportation to clinical facilities throughout the program.

#### Pinning Ceremony

Graduation expenses include a departmental pinning ceremony in May. Expenses include the acquisition of a uniform and a school pin. These expenses vary each year. Students may inquire in the nursing office for an estimate of current costs.

#### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

### Graduation Requirements

A total of 123 hours of credit with a 2.0 GPA or above is required for the bachelor of science in nursing degree. At the branch campus in Israel, where students typically enroll in English as a Second Language coursework, a total of 121-130 credits with a G.P.A. of 2.0 or above is required for the bachelor of science in nursing degree. See Academic Policy and Regulations also.

### Department of Nursing Faculty

Pardue, Karen, Director M.S., B.S.N., B.C., Russell Sage College.	Associate Professor
Aube, Marguerite C.A.S., University of Maine, Orono; M.S., Nursing, Boston University; M.S., Education, University of Southern Maine; B.S., Nursing, D'Youville College.	Clinical Assistant Professor
Briggs, Ann Marie M.S.N., Loyola University; B.S. Nursing, Xavier University.	Clinical Assistant Professor
Burke, Karen M.Sc. Management, Antioch University.	Instructor
Carter, Joseph M.S., M.Div., The Catholic University of America; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Coletti, Judy M.S.N., B.S.N., University of Utah.	Instructor
Davis, Bonnie Ph.D., Nursing, Rutgers State University of NJ; MS Community Nursing, Rutgers State University of NJ; BS, R.N. Nursing, Rutgers State University of NJ.	Clinical Assistant Professor
Drager, Paul J.D., University of Miami School of Law; B.B.A, University of Massachusetts.	Instructor
Dunbar, Dawne-Marie M.Ed., Nursing, University of Phoenix; A.D.N., University of New England.	Instructor
Dutta, Kaushik	Instructor

M.S., University of Arizona; B.A., University of Maine at Farmington.

Elliott, J. Carol Ph.D., Boston College; M.S.N., University of Akron; R.N. Fitzgerald Mercy Hospital School of Nursing.	Clinical Assistant Professor
Ford, Charles Ph.D., SUNY at Buffalo-Organization and Administration; M.Ed., Pennsylvania State University-Communication; B.S., Pennsylvania State University-Mathematics and English; B.A., Taylor University-Natural Sciences.	Professor
Gorman, Enid M.S., University of Southern Maine; B.S.N., Texas Woman's University.	Clinical Assistant Professor
Haas, Barbara Ph.D., Union Institute; M.A., B.S.N., New York University.	Associate Professor
Hewitt, Michael N.D., Case Western University; B.A.Ed., City University of New York.	Clinical Assistant Professor
Kavanagh, James M.S.N., Simmons College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Knight, Brandi B.S.N., University of New England.	Instructor
Larrabee, Marka M.S.N., University of Massachusetts.	Instructor
Lemaire, Mary Lou M.S., Health Care Management, Hartford Graduate Center; B.S., Eastern Connecticut State University, A.D.N., Mohegan Community College.	Instructor
Lippmann, Amy M.S., Clark University; B.S. University of New England.	Clinical Assistant Professor
MacLeod, Carol M.S.N., Boston College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Morgan, Patricia M.S.N., University of New Hampshire; B.S.N., University of Rhode Island.	Clinical Assistant Professor
Morris, Cynthia MS, University of Southern Maine; B.S.N., University of Southern Maine; B.A., University of New Hampshire; A.A. Green Mountain College.	Clinical Associate Professor
Plodek, Jeanette M.S.N., College of New Rochelle; B.S.N., Florida Atlantic University; A.D.N., Palm Beach Community College.	Instructor
Rapier, Janet M.S.N., Simmons College/University of New England; B.S.N., University of New England; A.D.N., Shenandoah University.	Instructor
Sanders, Julia M.S.N., Spalding University; B.S.N., University of Louisville.	Clinical Assistant Professor
Sheehan, Judy J.D., University of Bridgeport School of Law; Ed.M. Nursing, Columbia University; B.S.N., Nazareth College.	Clinical Assistant Professor
Simpson, Nancy M.S., University of Southern Maine; B.S.N., University of Maine.	Clinical Assistant Professor
Spear, Nona M.S., Boston University; B.S.N., Saint Joseph College.	Clinical Assistant Professor
Star, Lorraine M.A., Rutgers University; B.A., Russell Sage College.	Instructor
Tausch, Judith Ed.D., Vanderbilt University; M.Ed., Rivier College; M.S.N., B.S.N., University of Massachusetts at Lowell.	Clinical Assistant Professor
Whiting, Tammy B.S.N., Westbrook College.	Instructor

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## Occupational Therapy

**Degree:** Bachelor of Science (B.S.), Health Sciences - Occupational Studies;  
Master of Science (M.S.), Occupational Therapy

**College:** Health Professions

**Department:** Occupational Therapy

**Contact:** Regi Robnett, Director or Jan Froehlich, Advising Coordinator

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## Program Information

### Overview

Occupational therapy is a health profession whose practitioners provide preventative, habilitative, and rehabilitative services for individuals whose lives have been disrupted by physical injury or illness, developmental problems, social or psychological difficulties, or the aging process. Occupational therapists, relying on a diversified knowledge of the social, behavioral and life sciences, evaluate capacities and skills and create programs designed to allow clients to achieve the highest level of function possible in their occupational roles.

There are opportunities for men and women in the profession to work with infants, children, adults, and elders with physical and emotional disabilities to assist them in performing self-care, leisure, and work activities. The occupational therapist may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, day care center, psychiatric facility, nursing home, or community based program. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature, and occupations facilitate health and well-being. Occupational therapy as taught at the University of New England is a holistic science that emphasizes the health of the individual in terms of his/her productive participation in society. Consistent with the overall University of New England mission, occupational therapy students study not only medical interventions, but also all the complex psychological and sociocultural dimensions of human occupation and learn to intervene to enhance occupational performance.

### Mission Statement

The Occupational Therapy Department's mission is to educate occupational therapy students who will use knowledge, skills, and values to provide exemplary occupation-based practice while assuming leadership roles at the local, state and national levels.

### Program Goals

Upon completion of the Occupational Therapy curriculum, the student will:

1. Understand, explain and promote the unique value of occupation, its theoretical constructs and the discipline of occupational therapy.
2. Integrate the construct of function and dysfunction along the wellness continuum as part of a holistic model.
3. Demonstrate the values, behaviors, skills and professional attitudes and competencies of an entry-level occupational therapist within the domains of concerns of the profession. These domains of concern include, but are not limited to work, play/leisure and self-maintenance.
4. Evaluate clients, interpret data, develop and implement efficacious interventions across the lifespan based on a theoretical rationale.
5. Engage in and appraise the effectiveness of activity and occupational task analysis as an essential part of occupational therapy practice.
6. Employ and analyze/assess a systems approach to understanding and utilizing health care and technological resources within practice settings and the community (local, national, and international).
7. Demonstrate and distinguish critical thinking in all OT processes including but not limited to clinical reasoning, client-therapist relationships, management and occupational task analysis.
8. Demonstrate and value a client/family centered philosophy in occupational therapy practice.
9. Based on a liberal arts core, recognize, value and respect human diversity, biosphere diversity, and interdependence and relate these to occupational therapy theory and practice.
10. Communicate effectively in oral, written and technological forms when dealing with clients, families, peers, other professionals and agencies.
11. Consistently demonstrate and show commitment to professional and ethical behavior.

12. Differentiate between the roles of supervision, management, administration and consultation in occupational therapy and assume these roles consistent with entry-level practice.
13. Recognize and analyze the varieties of effective leadership, and demonstrate leadership skills as an entry-level occupational therapist.
14. Value and be prepared to engage in professional life-long learning, including research, to keep abreast of and contribute to new knowledge and issues relevant to occupational therapy.

### Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

### Other Information

Eligibility for the National Certification Examination requires:

1. Master's degree, with a major in occupational therapy.
2. Successful completion of an accredited occupational therapy curriculum; and
3. Successful completion of a minimum of six months of supervised fieldwork.

## Admission

### Requirements

For entrance into the **pre-professional** phase of the Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the **pre-professional** phase of the Occupational Therapy Program should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II. They should emphasize communication skills and course work and activities that give them a feel for the developmental sequences that characterize human life from infancy to old age. Students should be in excellent health to be able to handle the rigors of the program and the professional demands that come after graduation.
2. Applicants to the Department of Occupational Therapy should submit their application materials to the Admissions Office during the fall of the year prior to matriculation. Decisions on applicants will be made on a rolling basis. Qualified students who apply after the fall will be admitted on a space-available basis.
3. A student in the pre-professional phase of the Occupational Therapy Program is encouraged to be a full-time student at the University of New England for his or her first academic year, taking a minimum of 12 credit hours in each semester.
4. A student in the pre-professional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis through a petition to the OT Department. Students should begin the process by making an appointment with their advisor. Before entering the professional program, a student must have completed a 20-hour volunteer experience and all prerequisite courses.

To be accepted into the **professional** program, a student must meet the following requirements:

1. All students who are admitted to the pre-professional OT program as first-year students by the Office of Admissions are guaranteed a spot in the professional program if they then meet the professional program admission requirements.
2. A student admitted into the pre-professional phase of the Occupational Therapy Program must have a 2.5 UNE GPA at the end of the spring semester of the student's first academic year at UNE. A student who does not achieve this GPA will be dismissed from the pre-professional program.
3. A student who receives a cumulative GPA of 3.0 at UNE by the end of spring semester of his/her second year, is in good standing, and who has completed all the required course work, is guaranteed a place in the professional program. OT pre-professional students who have a UNE GPA between 2.75 and 3.0 will compete with transfer students, both internal and external, for the remaining seats.
4. The faculty reserves the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.

## Transfer Students

### Internal Transfer Students

Internal transfer students may apply to admission into the OT program at any time. Interested students should contact the OT Department. Internal transfer students will be held responsible for the UNE core curriculum.

### External Transfer Students

External transfer students must apply through the Enrollment Management office. Students may enter the junior year (professional OT program) on a space available basis, if they have met all the prerequisite course requirements and have at least a 2.75 GPA (3.0 preferred). This group of transfer students is competing for slots with OT majors who have between a 2.75 and a 3.0 GPA.

External transfer students must complete the following courses prior to entry in the professional program:

- English Composition
- Basic Algebra (can be waived if the student passes math exam)
- Biology
- An applied creative art course (e.g. ceramics, pottery, theater production, etc.)
- Physics or Chemistry (either as a combined course or separately). A lab must be included
- Human Development/Lifespan (Two courses are usual but one, if it covers the entire lifespan, is acceptable)
- Introduction to Psychology
- Abnormal Psychology
- Human Anatomy, Physiology and Pathology -- 2 semesters, with lab.
- Introduction to Occupational Therapy. This course, which may be taken on-line, includes medical terminology. (COTAs are exempt from Introduction to OT)
- Sociology
- Statistics
- Research Methods

Exceptions to the above requirements will be considered. Questions regarding these requirements should be directed first to Admissions, then to Jan Froehlich, Advising Coordinator, or to Regi Robnett, Department Director, Department of Occupational Therapy, University of New England.

Transfer students must have a minimum of 60 credits to enter the junior year.

The initial evaluation of transcripts and experiential learning pertaining to a transfer student to determine credit/waiver of prerequisites required for admission to the professional program shall be done by the Registrar's office Credentials Evaluator.

### Curricular Requirements

The five-year curriculum combines a pre-professional core program followed by third- and fourth-year professional courses and a fifth master's year, which includes fieldwork experience at clinical sites in the U.S. and Canada. Students admitted to the program begin as first year occupational therapy majors. After the second year, qualified students are automatically granted admission into the upper-level professional program.

The professional curriculum covers the third, fourth and fifth years (including the fieldwork during the master's year) leading to a master of science degree with a major in occupational therapy.

Occupational therapy students in the five-year master's program will be eligible to receive a bachelor of science degree, with a major in health sciences, upon successful completion of their fourth year of study. They then continue on in their fifth year to pursue a master of science in occupational therapy degree. Only those who complete the fifth year will be considered to graduate with an occupational therapy degree.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, environmental, and sociocultural conditions that may contribute to or interfere with optimum functioning.
3. Medical, psychosocial, and holistic interventions, which may be used to treat these conditions.
4. Occupational therapy procedures and activities, which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
5. Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
6. Occupational therapy practice. A major strength of the occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

### Pre-Professional Occupational Therapy Requirements

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Life Sciences</b>	
BIO 104 - General Biology	4
BIO 245 - General Principles Human Anatomy, Physiology, and Pathology I	4
BIO 345 - General Principles Human Anatomy, Physiology, and Pathology II	5
CHE 125 - Introduction to Chemistry and Physics (Spring Only)	4
ENV 104 - Introduction to Environmental Issues	3
<b>Humanities</b>	
ENG 110 - English Composition	4
*Humanities Exploration course	3
Applied Creative Arts	3
LIL 201 - Human Traditions (English/History)	3
LIL 202 - Human Traditions (History/English)	3

<b>Mathematics</b>	
MAT 120 - Statistics	3
<b>Social and Behavioral Sciences</b>	
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 220 - Social/Cultural Context of Human Development I	3
PSY 270 - Social/Cultural Context of Human Development II	3
*SOC 150 - Introduction to Sociology -or- Social Science Explorations	3
<b>Other Pre-Professional Core</b>	
OTR 201 - Introduction to Occupational Therapy	2
OTR 250 - Introduction to Communication	1
OTR 316 - Research Methods	3
<b>Total</b>	<b>60</b>

\*Students must take six credits of explorations courses, three of which must be in humanities. During the professional program, two advanced humanities (6 credits), one of which must be Ethics, and CIT 400 - Citizenship (1 credit), are taken in the third or fourth year.

### **Occupational Therapy Professional Curriculum\*\***

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Fall of Third Year - 15-Week Semester</b> (September - December)	
BIO 302 - Gross Anatomy	6
OTR 301- Foundation of OT	3
OTR 302 - Analysis of Occupational Performance	3
OTR 303 - Biopsychosocial Dimensions of Elders	2
OTR 304 - Biopsychosocial Dimensions of Occupational Performance	2
OTR 350 - Community Practicum I	1
OTR 352 - Group Process/Leadership	1
Credits	18
<b>Spring of Third Year - 15-Week Semester</b> (January - May)	
BIO 404 - Neuroscience	4
OTR 310 - Kinesiology	2
OTR 310L - Kinesiology Lab	0
OTR 311 - Biopsychosocial Dimensions of Adulthood	3
OTR 312 - Occupational Performance in Adulthood	4
OTR 351 - Community Practicum II	2
OTR 353 - Introduction to Problem Based Learning	1
Ethics (PHI or IHH)	3
Credits	19
<b>Fall of Fourth Year - 15-Week Semester</b> (September - December)	
OTR 401 - Biopsychosocial Dimensions of Adolescence and Young Adulthood	3
OTR 402 - Occupational Performance in Adolescence and Young Adulthood	4
OTR 452 - PBL: OT for Young Adults	2
OTR 450 - Community Practicum III	2
OTR 516 - Research Design	2
Elective: Advanced Humanities	3
Citizenship	1
Credits	17
<b>Spring of Fourth Year - 15-Week Semester</b> (January - May)	
OTR 411 - Biopsychosocial Dimensions of Childhood	3
OTR 412 - Occupational Performance in Children	5
OTR 421 - Health Care Management and Delivery	3
OTR 451 - Community Practicum IV	2
OTR 453 - PBL:OT for Children	2
OTR 517 - Research Project II	3
Credits	18
<b>Summer/Fall of Fifth Year- 24 Weeks</b> (July - December)	
OTR 500 - Fieldwork IIA	6
OTR 501 - Fieldwork IIB	6
Credits	12
<b>Spring of Fifth Year</b> (January - April)	
OTR 505 - Advanced Practice Seminar	4

OTR 518 - Research Seminar	1
OTR 519 - Evidence-Based Research Seminar	3
Elective	3-4
OTR 550 - Delivery Systems - Realities of Practice	4
Credits	15-16

**Early Summer of Fifth Year**

(May)	
OTR 530 - Professional Electives	
(Includes 1 cr. Integrating Seminar)	4
Credits	4

**Total** **60**

*\*\* The Occupational Therapy Program faculty reserve the right to change courses or sequences.*

Pre-Professional Credits	60
Credits of Professional Core	67
Total Credits for BS Degree	127
Credits for MS Degree (Including Sr Research and FW )	36
<b>Total Credits for Master of Science Occupational Therapy</b>	<b>163</b>

**Clinical Experience**

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and perhaps more extensive travel for up to two-week time periods during Community Practicums III and IV. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum).

The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in Fieldwork II placements before returning to campus for the master's courses, occasional limitation of fieldwork sites means this may not be possible for all students. All master's students must successfully complete at least one Fieldwork II placement before returning for master's courses. Those who do not complete both full-time fieldwork before master's year courses must complete the second one after the master's year May term.

**Research**

Students take two research courses during their senior year that count toward their graduate program (OTR 516 and OTR 517). In these courses, students will complete a small-group research project and present their findings. During their graduate year, they complete the research sequence (OTR 518 and OTR519).

**Fieldwork**

Two levels of fieldwork experience are established in the *Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist* and in the *Essentials and Guidelines of an Approved Educational Program for the Occupational Therapy Assistant*.

**LEVEL I**

Level I Fieldwork experience, as required by the *Essentials*, includes experience designed as an integral part of didactic courses for the purpose of directed observations and participation in selected field settings. These experiences are not expected to emphasize independent performance, nor are they considered substitutes for or part of sustained Level II Fieldwork experience.

Level I Fieldwork experience is required of both occupational therapy and occupational therapy assistant students by the *Essentials*. It is the prerogative of the academic educational program to establish the nature or amount of Level I Fieldwork required. Consequently, requirements may vary among academic programs and the actual fieldwork experiences may be implemented in a number of different ways.

Supervision must be provided by qualified personnel. They may include occupational therapy personnel and other appropriate personnel such as teachers, social workers, public health nurses, ministers, probation officers, and physical therapists.

Level I Fieldwork experience, which initially provides the student with exposure to clinical practice through observation, progresses with increasing expectations of the student to demonstrate skills in the use of selected evaluation or treatment procedures; gather and organize data; and examine reactions to clients and patients, self, personnel, and the profession. Generally the fieldwork education center provides observational opportunities, "hands on" experience as appropriate, feedback to the student, and learning tasks as appropriate. The center cooperates with academic assignments and provides a written evaluation of the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behavior, and individual and group participation with patients and clients. The fieldwork education center provides the opportunity for the following:

1. basic exposure, observation, and experience with clients and patients served or potentially served by occupational therapy;
2. observation and description of treatment, evaluation, and behavior of clients and patients;
3. recognition and description of conditions abilities and disabilities; and
4. identification of role functions of the OTR and COTA in various treatment settings.

The student is expected to develop skills and abilities in the following:

1. demonstrating professional work habits;
2. establishing meaningful and comfortable relationships with clients and patients;
3. establishing positive working relationships with staff;
4. demonstrating good judgment in seeking assistance, responding to feedback, and conducting himself or herself ethically and with appropriate courtesy and attitudes in patient/client and staff relationships;
5. formulating general therapeutic goals and objectives;
6. communicating in writing clearly, concisely, and professionally; and
7. assisting in therapeutic activity process.

### LEVEL II

Level II Fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in delivery of occupational therapy service to patients/clients. The *Essentials* require Level II Fieldwork experience for both occupational therapy and occupational therapy assistant students.

Requirements established in the *Essentials* for Level II Fieldwork specific to occupational therapy students include the following:

1. a minimum of six months (24 weeks, full time) of Level II Fieldwork experience, preferably with at least three months on a full-time sustained basis;
2. completion of all fieldwork experience no later than 24 months following completion of academic preparation;
3. direct supervision provided by a registered occupational therapist with at least one year of experience.

## Program Standards

### Progression Requirements

All students must pass all professional courses with a "C-" or better unless a higher grade is otherwise specified in the course syllabus.

If a student receives an "F" in any course, 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.

### Pre-Professional

A student in the pre-professional phase of the occupational therapy program who receives an F in any college level course will be dismissed from the pre-professional program. If a student receives a D in one (1) course, he or she will need to follow the guidelines outlined in the OT student handbook, which is given out during the student's first semester.

There are three options:

1. If a student retakes the course off campus, receiving a grade of C- or better, the D is waived although the new grade will not be figured into the UNE GPA. Students are strongly encouraged to repeat the course, preferably at UNE whenever possible.
2. If the D is not retaken and the student receives a second D in either a pre-professional course OR a professional level course, he/she is dismissed from the OT program.
3. If the course is repeated at UNE, the new grade will replace the old grade, even if it is lower. If the new grade is a D, the D stands and the course may not be retaken a third time. Any further grade of D results in dismissal. If the new grade is an F, the student will be dismissed from the OT program.

### Professional

All students admitted into the professional undergraduate program must receive a minimum grade of 1.75 (C-), based on a 4.0 grading system in every course.

Students should remain aware of the University calendar with regard to withdrawal timetables, and should meet regularly with their advisor if they are experiencing any academic difficulties.

All students must have an overall GPA of 2.75 to continue each successive year of the program. If a 2.75 GPA is not maintained the student has the right to take a one-year leave of absence (LOA) from the OT program and petition for re-admission to the OT program as stated below.

All students must pass all undergraduate professional courses with a C- or better. A student who receives one D, or withdraws from a professional level course, must retake that course and pass with a C- or better. A student who receives an F, a FI, or two Ds will be dismissed from the OT program. The student who wishes to be considered for readmission into the program must take a one-year leave of absence and must petition the Occupational Therapy Department after six months with one of the following options:

Option 1: May rejoin program at the point interrupted if the student completes the following:

1. The student should meet with his/her advisor to begin the petition process. The student may formally petition the OT department after six months following the start of the LOA. Students are encouraged to remain at UNE to take additional courses and to work on and receive support for their remediation plans.
2. The petition needs to include a plan to accomplish the following:

- a) Retake and pass with a C- or better the undergraduate professional level course(s) they previously attained D in.
- b) Pass any additional college level courses taken during the LOA with a C- or better.
- c) Demonstrate, with evidence, that any factors which previously interfered with academic performance have been addressed and are in process of resolution.
- d) Develop a plan that discusses academic problems and includes behavioral changes which will support academic success.

3. Upon acceptance of a petition the student shall have the remaining six months of the years LOA to demonstrate that:

- He/she has implemented the plan.
- Has completed parts 2a and 2b.
- Has made substantial documented progress toward accomplishing 2c and 2d.

Examples of issues which might be addressed in 2c and 2d are:

- Utilization of the Learning Assistance Center.
- Addressing weaknesses in documentation and communication skills.
- Addressing any learning disability issues through evaluation and the development of a learning plan.
- Others as appropriate.

Note: Acceptance of a petition will also be dependent upon the size of the class to which the student will return.

### Completion Timeline

A student may at any time in the course of his/her study in the Occupational Therapy Program elect to petition for a modification in the normal program of study as outlined by the Occupational Therapy Department.

### Request for Excused Class Absences

Each instructor will develop an individual policy for her/his particular course.

### Change of Advisor

A student or faculty member may at any time request a change of advisor for a student.

## Academic Policy

### Registration/Add/Drop

University registration policies are followed. Each student should meet with his or her advisor prior to signing up for courses.

### Student Responsibility for Meeting Requirements

Students are ultimately responsible for insuring that all required courses and credits are completed for and prior to graduating at both the undergraduate and graduate levels.

### Course Withdrawal

Students should contact their advisor if they are having any difficulty in a course as there are usually options regarding how to proceed. Course withdrawals should be discussed with the faculty advisor after the initial drop period.

## Grading

Occupational Therapy Department Grading Scale

A	94-100	Outstanding	Proficient
A-	90-93	Excellent	Proficient
B+	87-89		Competent
B	84-86		Competent
B-	80-83		Competent
C+	77-79		Marginal
C	74-76		Marginal
C-	70-73		Failing
D	60-69		Failing
F	below 60		Failing

Further explanation of grading standards:

- An A grade represents a more thorough and integrative presentation of the material. It demonstrates original thought and use and/or expands and synthesizes additional information.
- A B grade is given for achieving the requirements of a specific assignment.

A student may appeal a grade received in the Occupational Therapy Professional Program if, for any reason, the grade is felt to be unfairly awarded. To do this the student must first submit their justification of the perceived unfairness to the faculty member who is coordinating the course involved. This must be done within 30 days after the final class period or final exam. If the issue cannot be resolved to the student's satisfaction, the student may submit their appeal, in writing, at the next scheduled faculty meeting. The issue will be discussed and the Department Director shall submit to the student, in writing, the decision reached by the faculty concerning the appeal. A copy of this action will be placed in the student's permanent file. If the student is not satisfied with the Department's decision, the appeal may then be taken to the Dean's office for further consideration.

### Incomplete Grades

A student may request an incomplete grade for a course from the primary instructor based on individual needs. If the instructor grants an "incomplete," the student will have until 6 weeks to finish the work required for a change to a letter grade. The requirements for completion of the course will be determined between the individual student and the instructor. Failure to complete the work before the deadline date results in an administrative F (fail) which will result in dismissal from the program. This policy excludes Level II Fieldwork (OTR 500, 501, 502)

### Exam Retakes

If a student receives a grade less than C- on a particular exam in an occupational therapy course in the professional program, a retake exam may be given at the discretion of the faculty. If the student passes the retake exam, a grade of C- will be recorded for that exam. A second retake may be given also at the discretion of faculty members. If a student does not pass a second retake, the student will be placed on academic probation. If the student does not achieve a passing score after a second retake on another exam in the same course, the student will be automatically withdrawn from the course.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and travel. For specific information regarding tuition and fees, please consult the [Graduate Financial Information](#) page of this catalog.

### Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and Fieldwork II requirements. Fieldwork and travel expenses are estimated. Actual expenses are dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the occupational therapy academic fieldwork coordinator.

Tuition for 12 credits of fieldwork is included in the fifth-year tuition. Fieldwork is a prerequisite for the National Certification Exam, which is required in order to practice as an Occupational Therapist Registered. A third, optional fieldwork experience may be elected after the fifth year at continuing education rates.

Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

<b>Estimated Additional Expenses</b>	<b>3rd Yr</b>	<b>4th Yr</b>	<b>5th Yr</b>
Books and Supplies	\$800	\$800	\$600
Fieldwork Travel	400	400	2,000*
Fieldwork Housing	-	-	3,600*
Student Malpractice Ins	\$75	\$75	\$75
Totals	\$1,270	\$1,270	\$6,220

\*includes 6 months Fieldwork II

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the [Financial Aid website](#).

## Graduation Requirements

Students must successfully complete all undergraduate courses listed, prior to undergraduate graduation and all graduate courses listed, prior to masters graduation.

## Faculty

Robnett, Regula (Director)  
M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German; Fulbright Scholar, Freie Universitaet Berlin.

Associate Professor

Croninger, William M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy.	Associate Professor
DeBrakeleer, Betsy A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant.	Clinical Fieldwork Coordinator
Froehlich, Jeanette M.S.O.T., Sargent College of Allied Health Professions, Boston University-Occupational Therapy; B.S., University of New Hampshire-Physical Education, PrePhysical Therapy and Psychology.	Associate Professor
Kimball, Judith Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy.	Professor
Loukas, Kathryn M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado- Recreation.	Assistant Professor
MacRae, Nancy M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire- Occupational Therapy.	Associate Professor
O'Brien, Jane Clifford Ph.D., University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing.	Assistant Professor
Roberts, Michael M.S., Boston School of Occupational Therapy, Tufts; B.A., College of Holy Cross- Biology, Pre- Med	Assistant Clinical Professor
Walrath, Molly (Coordinator of Community OT Clinic) M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy.	Clinical Assistant Professor

### Notice and Responsibilities Regarding this Catalog

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Political Science

**Degree:** Bachelor of Arts with a major in Political Science

**College:** Arts and Sciences

**Department:** Political Science

**Contact:** Dr. Ali Abdullatif Ahmida (Chair) [aahmida@une.edu](mailto:aahmida@une.edu)

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[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

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### Mission Statement

Our mission is to recruit professors whose research and teaching interests cross the traditional boundaries that divide many political science departments into separate groups. Our goal is to provide students with a holistic approach to political science that gives full attention to studies in American government, international relations, political theory, and comparative politics.

### Major Program Description

Political science is the study of government, individual and institutional behavior in the public sector, relations among nation-states, and theories of politics. Political science addresses the fundamental issues confronting modern society - globalization, war, inequity, poverty, the environment - and seeks to evaluate the processes, policies, and theories that have been devised to deal with them. The Political Science program provides basic courses in theory, methods and case studies within the four sub-fields of political theory, comparative politics, international relations and American politics. The political science major is an excellent choice in and of itself. It is also an excellent choice for students wishing to study political science or law at the graduate level.

### Pre-Law Emphasis

The pre-law emphasis allows students interested in studying law to receive special advising and to develop a liberal arts program of study appropriate as preparation for admission to law school and success in the legal profession. The study of law involves many aspects of social life and integrates many fields of study. Judges and lawyers are expected to handle different litigations, ranging from social to medical, environmental and other applications. Thus, law schools encourage students to have diverse undergraduate majors. UNE students who are majoring in any department can take advantage of the pre-law program.

Although the choice of major is open, law schools expect students to have acquired skills that enable them to think critically, reason logically, and speak and write effectively. The Pre-law Advising Committee will help students build their interdisciplinary program of study that includes not only humanities courses, but also courses in biology, environmental studies, psychology, and management.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

#### University Core Requirements

#### Program Required Courses

##### One of the three courses:

PSC 105 - Intro to Political Science: The Politics of Power or

PSC 202 - Politics as Social Science or

MAT 120 - Intro to Statistics

**Credits**  
**42-43**

3

##### Three of the four courses :

PSC 200 - Intro to Political Theory

PSC 201 - Intro to International Relations

PSC 204 - Intro to Comparative Politics

PSC 207 - American Political Theory

9

##### One course (300/400 level) in each field:

Political Theory

Comparative Politics

American Politics

International Relations

Political Science Electives

Senior Seminar

Integrative Essay

##### Minimum Program Required Credits

Open Elective Courses (needed to reach 120 credits)

##### Minimum Required Total Credits

3

3

3

3

9

3

3

**39**

variable

**120**

**Minor**

A student with a major in another department may minor in Political Science with the approval of the Political Science Department Chair. Eighteen hours of approved course work is required.

**Department of Political Science Faculty**

Ahmida, Ali Abdullatif (Chair) Ph.D., M.A., University of Washington - Political Science	Professor
Duff, Brian Ph.D., University of California at Berkeley - Political Science; M.A. University of Berkeley - Political Science	Assistant Professor
Mueller, Julie Ph.D., M.A., University of Delaware - Political Science	Assistant Professor

**Notice and Responsibilities Regarding this Catalog**

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

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## Psychobiology

**Degree:** Bachelor of Science with a major in Psychobiology

**College:** Arts and Sciences

**Departments:** Biological Sciences and Psychology

**Contact:** Dr. Maryann Corsello (Chair Psychology) [mcorsello@une.edu](mailto:mcorsello@une.edu)

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[Department Website: Biological Sciences](#)

[Department Website: Psychology](#)

### Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

Psychology is the scientific study of behavior and mental processes. Psychologists seek to understand why people (and animals) act in certain ways, how they think, how they develop, and how they can lead healthier lives. Psychology also investigates animal behavior, as relevant to aspects of human development, such as learning and memory.

The mission of psychobiology, as an interdisciplinary science, is to seek answers to profound questions as they relate to both psychology and biology. Recent studies in neuroscience have suggested that biochemical conditions in the brain exclusively determine how reality is perceived, and thus are the primary (if not the only) cause of all actions. Issues such as these affect us all in profound ways.

The biology and psychology faculty at the University of New England believe that the best learning takes place by doing. We also believe that strong student-faculty relationships are critical in helping students discover their talents, develop their skills, reach their goals and find their niche in the world.

### Major Program Description

This interdisciplinary major in Psychobiology is offered jointly by the Department of Biological Sciences and by the Department of Psychology. This major is designed for students who wish to work in the field of animal behavior and whose career goals might include work in zoos and animal parks (marine and terrestrial). The major offers a choice of focus of comparative/ethology or behavioral neuroscience. Students who choose to go into graduate programs in this field should be prepared to do so after maintaining an appropriate GPA.

**Comparative/Ethology (C/E)** - this major is designed to be an observational/behavioral concept. Students will learn to collect data as to the actions of organisms, and to evaluate this data from a behavioral/ecological/ethological/evolutionary perspective. A comparative/ethology psychobiology major can lead to employment in aquariums or zoos, education, wildlife conservation, research laboratories, or to further graduate training.

-or-

**Behavioral Neuroscience (BN)** - this major is designed as a physiological/behavioral concept. Students will learn to collect data as to the actions of organisms and to evaluate this data as to the correlates between behavior and physiological mechanisms. A behavioral neuroscience psychobiology major can lead to employment in pharmaceutical labs, biotechnology, zoos, aquariums, industry, education, medical or veterinary training, or to further graduate training.

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology and psychology courses must be reasonably close in scope and content to the biology and psychology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. **All Biology courses previously completed must be no older than five years (eight years for BIO 100 level courses).** Other restrictions apply. See [Undergraduate Admissions](#) also.

### Curricular Requirements

The basic core requirements will be centered on the following for both the C/E and BN specialties with only the chemistry requirement differing. The divergence will occur in differences in further core requirements and choice of electives.

	Credits
<a href="#">University Core Requirements</a>	42-43
<a href="#">Program Required Courses</a>	33-43

PSY 105 - Introduction to Psychology	3
BIO 100 - Biology I	4
BIO 101 - Biology II	4
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
BIO 322 - Comp. Animal Physiology <b>or</b> BIO 245 - GenPrinAnat/Phys/Pathophys	4
PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b> PSY 335 - Comparative Animal Behavior	4/3
PSY 425 - Advanced Psychobiology: Methods and Techniques	3
PSY 495 - Psychobiology Internship/Research <b>or</b> BIO 495 - Advanced Biological Internship	3-12

### Program Requirements in Focus Area (choose C/E or BN)

<b>Psychobiology Focus Areas</b>	
<b>Comparative/Ethology (C/E)</b>	<b>19-26</b>
BIO xxx - Organismal Topic*	3-4
CHE 130 - Principles of Chemistry	4
PSY 362 - Animal Cognition	3
PSY 380 - Learning and Memory	3
PBO electives (see below)	6-12

\*Organismal Topics Include: BIO 250 Marine Biology; BIO 252 Natural History of Marine Mammals; BIO 319 Ornithology; BIO 330 Comparative Vertebrate Anatomy; BIO 331 Biology of Fishes, BIO 355 Biology of Marine Mammals; PSY 406 Spec Topics Psychobiology. See Biology: General Information for details.

<b>Behavioral Neuroscience (BN)</b>	<b>23-24</b>
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry	5
CHE 310 - Fundamentals of Biochemistry	4
PSY 490 - Behavioral Neuroscience	3
Psychobiology electives (see below)	3-4
<b>Minimum Required Total Credits</b>	<b>120</b>

### Curricular Elective Detail

The choice of a specialty, within the psychobiology major, of either (a) comparative/ethology or (b) behavioral neuroscience is governed by the core requirements and by the choice of psychobiology electives. Three electives are required for the comparative/ethology focus if the internship is 3-4 credits. If the internship is 5-8 credits, then only 2 electives are required. For behavioral neuroscience, the requirement is 1 elective. Any courses listed that are part of the core requirements for one focus are then electives for the other focus. Further organismal topics may also be used as electives. Other courses may be applied as electives with the approval of the psychobiology program advisor.

### Electives within Psychobiology

BIO 200 - Genetics	5
BIO 295 - Biological Internship	3-4
BIO 345- General Prin Anat/Phys/Pathophys	5
PSY 440 - Sensation and Perception	3
PHY 110/PHY 111 - Physics	4-8
ANT 101 - Anthropology	3
PSY 406 - Spec Topics in Psychobiology	3
BIO 333 - Evolution	3
PSY 245 - Evolutionary Psychology	3
PSY 275 - Introductory Psychobiology: Methods and Techniques	3
PSY 205- Abnormal Psychology	3
PSY 235- Health Psychology	3
PSY 330- Psychology of Stress	3
*Other selected courses approved by department	

### Program Standards

A minimum grade of "C-" must be achieved in all Science and Psychology courses used to fulfill the requirements for the Psychobiology major. See [Undergraduate Academic Policy](#) also.

### Minor in Psychobiology

A student with a major in another area may minor in Psychobiology with the permission of the Psychobiology advisor. A minimum of eighteen hours of approved course credit is required for the minor in Psychobiology as follows:

<b>Minimum Credits</b>	<b>18</b>
PSY 105 - Introduction to Psychology	3

PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b> PSY 335 - Comparative Animal Behavior	4 3
BIO xxx - One Organismal Topic (see above)	3-4
Psychobiology Elective (see above)	3-4
PSY 380 - Learning and Memory	3

### Department of Biological Sciences Faculty

See [Biological Sciences Homepage](#)

### Department of Psychology Faculty

See [Psychology Homepage](#)

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*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Psychology

**Degree:** Bachelor of Arts with a major in Psychology

**College:** Arts and Sciences

**Department:** Psychology

**Contact:** Dr. Maryann Corsello (Chair) [mcorsello@une.edu](mailto:mcorsello@une.edu)

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[Admission Requirements](#)

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### Mission Statement

The Department of Psychology offers students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Psychology offers three majors: psychology, psychobiology, and psychology and social relations.

### Major Program Description

The psychology major blends interdisciplinary work with intensive training in psychology to prepare the student for a wide range of professional and academic experiences beyond college. The major draws on the extensive experience of our faculty in the areas of human development and clinical psychology. In addition, the student will be exposed to areas such as social psychology, learning and cognition, and personality theory.

Another theme of the program is research and statistics. Faculty provide a supportive environment in which students learn the thinking skills important to reading and conducting research. Students support each other as well, working in groups on research projects that often are useful to the UNE community. For example, students have engaged in a survey and study of student satisfaction with services on campus and have examined the faculty's awareness of and involvement in learning disabilities of college students.

The core of this major also includes the internship or field experience courses. The internship is a critical part of our students' learning. It is typically started in the third year and must be taken for an equivalent of two courses or six credits. These are divided into an introductory and advanced internship. These experiences provide the student the opportunity to learn experientially and to explore different career directions or different situations within a career area. The internships are also a critical way in which students are exposed to clinical experiences and supervision. Overall, the internship is an important educational experience and it often leads to the first job after graduation for our students. Students more interested in the scientific analysis of behavior may choose to take an advanced research course. This may include a psychology lab course, senior thesis, or research internship.

### Admission Requirements

Interested students should apply for admission to the psychology major. Upon acceptance to the university, students are provisionally admitted to this major. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. Students will then be fully admitted upon meeting the conditions indicated in the **Program Standards** section below. See [Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#).

### Curricular Requirements

#### University Core Requirements

#### Program Required Courses

PSY 105 - Introduction to Psychology	3
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
PSY 300 - Psychology Internship I	3
PSY 400 - Psychology Internship II or Advanced Research course	3
PSY 405 - Special Topics Seminar	3
<b>5 of the 6 PSY content courses listed below:</b>	15
PSY 205 - Abnormal Psychology	
PSY 255 - Social Psychology	
PSY 350 - Theories of Personality	

**Credits  
42-43**

PSY 365 - Biological Bases of Behavior  
 PSY 380 - Learning and Memory  
 PSY 381 - Cognitive Psychology

**3 open PSY electives (200 level or higher)**

9

**Program Minimum Required Total Credits**

42

Open Elective Courses (needed to reach 120 credits)

variable

**Minimum Required Total Credits**

120

**Program Standards**

A grade point average of 2.75 in major courses is necessary to be fully admitted as psychology majors. A minimum grade of C- must be achieved in all psychology courses used toward graduation. Students must also complete the University Core mathematics requirement by the end of the first year. The department strongly recommends that students take PSY 225 and PSY 285 in their sophomore year. The department requires that PSY 225 and PSY 285 be completed by the end of the junior year.

**Minor in Psychology**

A student with a major in another department may minor in Psychology with the approval of the Psychology Department Chair. Eighteen hours of approved course work is required and must include: PSY 105, SOC 150 (Intro. to Sociology), and an additional four PSY courses at the 200 level or above, not including PSY 220, 270, 225, 285 or 300.

**Department of Psychology Faculty**

Corsello, Maryann (Chair) Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science.	Associate Professor
Dziewieczynski, Teresa Ph.D., Indiana University - Ecology and Evolutionary Biology with Area Certificate in Animal Behavior; B.S., Long Island University-Southampton College - Biology	Assistant Professor
Garvey, Kilian James Ph.D., M.A., University of Toledo - Cognitive Neuropsychology; B.A., Virginia Commonwealth University - Philosophy.	Assistant Professor
Glasier, Marylou M. Ph.D., Rutgers University-Behavioral Neuroscience; M.S. University of Massachusetts-Biochemistry; B.S. Georgian Court College-Biochemistry.	Assistant Professor
Morrison, Linda L. Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical Psychology.	Associate Professor
Rankin, Nancy M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication.	Internship Instructor
Stevenson, Glenn W. Ph.D., American University – Behavioral Neuroscience; Postdoctoral Fellowship: McLean Hospital-Harvard Medical School; M.A. American University – Psychology; B.A. Muhlenberg College – Psychology	Assistant Professor
Wieselquist, Jennifer Ph.D., M.A., University of North Carolina Chapel Hill-Social Psychology; B.S., College of William and Mary-Psychology.	Assistant Professor

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## Psychology and Social Relations

**Degree:** Bachelor of Arts with a major in Psychology and Social Relations

**College:** Art and Sciences

**Department:** Interdisciplinary (Psychology and Sociology)

**Contact:** Dr. Maryann Corsello [mcorsello@une.edu](mailto:mcorsello@une.edu) or Dr. Samuel McReynolds [smcreynolds@une.edu](mailto:smcreynolds@une.edu) (Coordinators of Psychology and Social Relations)

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### Mission Statement

The mission of the Department of Psychology is to offer students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Psychology jointly offers this interdisciplinary major.

The mission of the Department of Sociology is to offer a broad-based liberal arts education with an emphasis on cultural, global, and political dynamics. The department provides a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture as well as hands on learning are emphasized throughout the curriculum. Our goal is to graduate students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Sociology jointly offers this interdisciplinary major.

### Major Program Description

The bachelor of arts in psychology and social relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields such as Business Administration and Law.

All students in the PSR major must complete the University Core Requirements (see below). Majors must also complete a core of courses in psychology and sociology. These are designed to develop basic research and thinking skills as well as to expose students to critical areas within the disciplines.

All students must complete two internship experiences for a total of six credits. Three credits of internship are taken within the major core and three credits of internship are taken within the student's selected area of specialization. Internships are ordinarily taken in the third and fourth years. The first internship helps the student to learn experientially. It also gives them a chance to explore areas of professional, personal or academic interest in an applied setting. The second internship is completed in a setting related to the student's career or graduate study plans.

In addition to the University and major core curricula, PSR students must complete an additional three psychology courses and three sociology courses at the 200 level or above. The courses are selected in conjunction with the students advisors to determine the best sequence to reach specific academic and professional proficiencies. Each student will have an advisor in Psychology as well as Sociology.

### Admission Requirements

All students just beginning at UNE should apply for initial admission to the psychology and social relations major. Upon acceptance to the university, students are provisionally admitted to this major. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. Students will then be fully admitted upon meeting the conditions indicated in the **Program Standards** section below or they will have the option of selecting another major if sufficient academic progress is being made. See Undergraduate Admissions also.

### Transfer Credit and Advanced Standing

See Undergraduate Admissions.

### Curricular Requirements

[University Core Requirements](#)

**Credits**  
42-43

**Program Required Courses**

ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 225 - Psychology Statistics or SOC 225 - Statistics for Social and Behavioral Science	3
PSY 255 - Social Psychology	3
PSY/SOC 285 - Research Methods	3
PSY/SOC 300 - Internship	3
PSY 355 - History and Systems	3
PSY/SOC 400 - Internship	3
SOC 150 - Introduction to Sociology	3
SOC 270 - Classical Sociological Theory or SOC 280 - Contemporary Sociological Theory	3
SOC 350 - Deviance	3
SOC 370 Applied Field Methods in Sociology	3
<b>Program Electives</b>	9
One PSY course at the 200 level or above	
One SOC: Social Global Studies Course	
One SOC: Social Cultural Studies Course	
<b>Program Minimum Required Credits</b>	<b>48</b>
<b>Open Elective Courses (needed to reach 120 credits)</b>	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

**Program Standards**

A grade point average of 2.75 in major courses is necessary in order to be fully admitted as psychology and social relations majors. PSR majors must complete Statistics (MAT 120) before the beginning of the second year. PSY 225 or SOC 225 must be completed before the end of the second year. See academic policy also.

**Minor in Psychology and Social Relations**

A student with a major in another department may minor in Psychology and Social Relations with the approval of the Coordinators. Eighteen hours of approved course is required and must include: PSY 105, SOC 150, two additional PSY courses, not including PSY 220, 270, 225, 285 or 300, and two additional SOC courses at the 200 level or higher, not including SOC 225, 285 or 300.

**Psychology and Social Relations Faculty**

Corsello, Maryann (Coordinator) Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science.	Associate Professor
McReynolds, Samuel A. (Coordinator) Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont-History; B.A., University of Virginia-Government and History.	Professor
Dziewieczynski, Teresa Ph.D., Indiana University - Ecology and Evolutionary Biology with Area Certificate in Animal Behavior; B.S., Long Island University-Southampton College - Biology	Assistant Professor
Garvey, Kilian James Ph.D., M.A., University of Toledo - Cognitive Neuropsychology; B.A., Virginia Commonwealth University - Philosophy.	Assistant Professor
Glasier, Marylou M. Ph.D., Rutgers University-Behavioral Neuroscience; M.S. University of Massachusetts-Biochemistry; B.S. Georgian Court College-Biochemistry.	Assistant Professor
Morrison, Linda L. Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical Psychology.	Associate Professor
Rankin, Nancy M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication.	Internship Instructor
Stevenson, Glenn W. Ph.D., American University - Behavioral Neuroscience; Postdoctoral Fellowship: McLean Hospital-Harvard Medical School; M.A. American University - Psychology; B.A. Muhlenberg College - Psychology	Assistant Professor
Wieselquist, Jennifer Ph.D., M.A., University of North Carolina Chapel Hill-Social Psychology; B.S., College of William and Mary-Psychology.	Assistant Professor
Campbell, Alex Ph.D., M.Phil., University of Cambridge-Criminology; B.A., York St. John-Cultural Studies.	Assistant Professor
See, Joel Ph.D., M.A., Florida State University-Sociology; B.A., St. John's University-Sociology/Psychology.	Professor

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## Sociology

**Degree:** Bachelor of Arts with a major in Sociology

**College:** Arts and Sciences

**Department:** Sociology

**Contact:** Dr. Samuel A. McReynolds (Chair) [smcrynolds@une.edu](mailto:smcrynolds@une.edu)

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[Department Website](#)

### Mission Statement

The mission of the Department of Sociology is to offer a broad-based liberal arts education with an emphasis on cultural, global, and political dynamics. The department provides a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture as well as hands on learning are emphasized throughout the curriculum. Our goal is to graduate students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas.

### Major Program Description

The major in sociology will provide the student with a broad-base exposure to theories and methods, as well as a wide range of current social issues. The student will also receive extensive interdisciplinary work in the fields of anthropology and psychology. These strong academic foundations will prepare the student for a wide range of academic and professional opportunities. Students from this major may choose to continue their education in fields including, sociology, social work, law, economics, and environmental studies. Or, they may go directly to work in areas dealing with social deviance and other areas of social service.

In addition to the traditional approaches to sociology, there are two unique elements to this program. First, students will complete an internship. This will help students explore experiential learning, applications of sociology to the real world, and undertake career explorations. Second, students will participate in a semester-long applied sociology experience. With this experience a student can choose to study abroad, study with the Salt documentary field studies program in Maine, work in a social service agency, or complete an intensive research project.

Overall, this program will provide students with a strong foundation for understanding today's social issues and problems. The student will also have a wide range of skills and experiences that will enhance their future educational and career opportunities as well as enable them to be a more active and aware citizen.

### Transfer Standing and Advanced Standing

See Undergraduate Admissions.

### Curricular Requirements

#### University Core Requirements

##### Sociology Core

SOC 150 - Introduction to Sociology	3
SOC 225 - Statistics for Social and Behavioral Science	3
SOC 270 - Classical Social Theory	3
SOC 280 - Contemporary Social Theory	3
SOC 285 - Research Methods	3
SOC 300 - Internship	3
SOC 370 - Applied Field Methods in Sociology	3

##### Sociology Electives

Elective 1 - Social Global Studies Course	3
Elective 2 - Social Cultural Studies Course	3
Elective 3 - 300 or 400 level elective	3

##### Applied Sociological Experience (see study abroad and department homepage)

Option 1 - Study Abroad (Choose One)

- A. Mexico
- B. Central America
- C. Namibia/South Africa

**Credits**

**42-43**

**21**

**3**

**3**

**3**

**3**

**3**

**3**

**3**

**9**

**3**

**3**

**3**

**9-16**

**or**

**16**

Option 2 - Salt Institute (Includes all the following) Additional information is below.

- A. Approaches to Fieldwork: Social Sciences, Documentary and the Research Process
- B. Independent Field Research.
- C. Field Techniques
- D. Advanced Documentary Skills Courses

Option 3 - Internship	or 9-16
Option 4 - Capstone Thesis	or 9-16
<b>Total Credits in Major</b>	<b>39-46</b>
<b>Open Elective Courses (needed to reach 120 credits)</b>	
<b>Minimum Total Required Credits</b>	<b>120</b>
<b>Undergraduate Experience at Salt</b>	

The Undergraduate Program at Salt can be thought of as a domestic "study abroad" program. Like semester programs in other countries, the Salt semester serves to complement an undergraduate's campus-based education. It does so by providing the opportunity to spend a semester of study actively engaged in field research and the opportunity to focus for that semester on one of three mediums of documentary expression: nonfiction writing, documentary photography, or documentary radio. The undergraduate program operates within the framework of Salt's graduate program, at a level that allows advanced, qualified undergraduate level students the chance to participate successfully.

Most undergraduates enroll in their junior or senior year at college. They request a range of majors - English, photography, art, sociology, anthropology, history, journalism. Students are able to build significantly upon and extend their campus studies with single-minded focus, undistracted by courses they might otherwise be required to take. For anthropology and sociology majors, the Salt semester represents the chance to test and challenge their classroom studies with extended fieldwork. For English, photography, and art majors, the Salt semester serves to provide an extended practice of heightening one's craft pushed by the twin demands and publication. For journalism majors, the Salt semester offers an expansion of standard journalism models, allowing students to employ literary and social sciences techniques in an extended study. For other majors, the Salt semester is an opportunity to explore the practical world of oral history and documentary studies.

Sixteen undergraduate credits are earned in the Salt semester. They are awarded directly by the University of New England. Three interdisciplinary courses are taken simultaneously. All are aimed at taking students successfully through the steps of collecting field materials and shaping them as documentary work.

1. **Approaches and Issues in Documentary Studies** - This course introduces students to the central techniques and issues of documentary fieldwork. Students will acquire these skills and the associated critical perspective through attending lectures, critically reading a selection of sociology articles and books, viewing films, participating in class discussions, engaging in field exercises, and writing a mid-stream paper. Students explore the intellectual and moral challenges posed by the research relationship as they learn the basic techniques of collecting and interpreting information; focused participant observation; in-depth interviewing, and assessment of the meanings of local environment (material and natural cultures). The course will also explore ways through which documentaries can strengthen their research skill conceptually; these involve developing bibliographic search and evaluation skills, and utilizing comparison as a technique for enriching the case study method.
2. **Independent Field Research** - In consultation with faculty, students develop their own research topic early in the semester based upon their interests and the viability of pursuing this topic in the context of Maine social life. Students are expected to enter the field as research teams and research their topics through the methodologies of oral history, participant observation, documentary photography, and documentary radio. Students are expected to uphold the highest standards of ethical behavior with their subjects in the field and develop a solid, collaborative working relationship with their research partner throughout all phases of the project. Students present the status of their field research on a weekly basis and discuss their goals and challenges with fellow students and faculty. The Field Research course is fundamentally integrated with the Advanced Documentary Skills course which culminates with final projects that are specific to each of the three tracks of writing, photography, and radio.
3. **Field Techniques** - Students learn the practical technical skills they need to be effective in collecting field materials. Critical analysis of field technique, the collection of radio quality sound, cross-disciplinary analysis of successful interviewing techniques and archival processes are stressed.
4. **Advanced Documentary Skills** - Students enroll in one of the following three tracks in Advanced Documentary Skills:
  - a. **Documentary Radio Telling Stories with Sound** - Through a variety of hands on applications, students involved with the radio course at Salt learn an assortment of radio production skills: field recording, interviewing technique, writing for radio, digital audio production, and more. During the semester, students listen to many professional productions to develop critical listening skills. Students produce a vox pop (man on the street) and three features, two of which are thematically related. Graduates of the radio program leave Salt with a CD portfolio of their work and a comprehensive understanding of how to tell stories with sound.
  - b. **Advanced Non-Fiction Writing and Editing** - Using Maine subjects, students practice a genre called the "literature of fact" by one of its masters, John McPhee. Combining techniques of field collection and literary interpretation of real subjects, writers create stories about the everyday fabric of life and events through careful observation and listening. Structure, voice, organization, depth of material, redrafting and editing skills are highly emphasized. Students are expected to produce a finished article of publishable quality involving Maine people and places based on their independent field research. This article is submitted to the Salt Magazine and the Salt website for review. A select few will be published. All students must also glean their article for an excerpt that will accompany photographs in a student exhibit in the Salt Gallery.
  - c. **Advanced Documentary Photography** - Students who have mastered basic photographic and darkroom skills are challenged to move towards meaningful documentary, in-depth coverage of their subject matter. They work to acquire both techniques and a sensibility to subjects in their environment. Each student is expected to complete two major photographic narratives. At least one of these projects is completed in partnership with a writer and/or a radio documentation; the second narrative is either completed independently or in another partnership upon the level of the photographer. These photo-essays are primarily visual bodies of work with captions or other

explanatory materials. Students also are expected to produce a portfolio of work completed at Salt that demonstrates significant growth over work submitted for admission.

### Minor in Sociology

A student with a major in another department may minor in Sociology with the permission of the Sociology Department Chair. Eighteen hours of approved course work is required for the Minor in Sociology as follows:

3 credits SOC 150 - Introduction to Sociology  
 9 credits Three 3-credit Sociology courses at the 200 level or higher  
 3 credits One 3-credit Sociology course at the 300 level or higher  
 3 credits One 3-credit Sociology course at any level of the student's choosing.  
 18 credits total

### Department of Sociology Faculty

McReynolds, Samuel A. (Chair) Professor  
 Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont-History; B.A., University of Virginia-Government and History.

Campbell, Alex Assistant Professor  
 Ph.D., M.Phil., University of Cambridge-Criminology; B.A., York St. John-Cultural Studies.

See, Joel Professor  
 Ph.D., M.A., Florida State University-Sociology; B.A., St. John's University-Sociology/Psychology.

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## Sport Management

**Degree:** Bachelor of Science with a major in Sport Management

**College:** Arts and Sciences

**Department:** Exercise and Sport Performance

**Contact:** Dr. Richard J. LaRue (Chair) [rlarue@une.edu](mailto:rlarue@une.edu)

[Mission Statement](#)

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### Mission Statement

The Department of Exercise and Sport Performance, in its commitment to the College of Arts and Sciences Core Curriculum, has designed departmental degree curricula that reinforce the College of Arts and Sciences' core values of discovery, creativity, problem-solving, decision-making and critical thinking. The department further embraces the educational philosophy of physical education and sport: the development of the whole person through knowledge acquisition and experience that stress cognitive, affective and psychomotor outcomes. These outcomes are accomplished at UNE through a series of learning experiences that form a foundation of professional knowledge and skills.

Additionally, all students in the Department of Exercise and Sport Performance are required to complete a series of clinical experiences or internships (depending upon the degree program) that are designed for further applied learning and professional development. These closely managed experiences are an integral part of the curricula and provide opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills, along with the specific skills of the degree program.

### Major Program Description

A sport management graduate of the University of New England is uniquely qualified to work in the areas of recreational and competitive sports, and exercise and sport programs; and as a management professional pursuing the activities associated with administration, supervision, and leadership. During four years of study, students learn the foundations of organizational performance, and its specific application to all areas of sport; and they apply the latest knowledge, skills and technology to facilities and program management. With the increased emphasis on maintaining healthy and active lifestyles and the involvement of sport as an integral part of American culture, UNE sport management graduates are effective leaders prepared to improve the quality of life needed for all people in the twenty-first century.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

	Credits
<a href="#">University Core Requirements.</a>	<b>42-43</b>
includes MAT 120 or MAT 150 - Statistics*	
*prerequisite for SPT 420 Research Methods	
<b>Major Requirements (Business Foundation)</b>	<b>24</b>
BUAC 201 - Financial Accounting	3
BUAC 203 - Management Accounting	3
BUMG 200 - Management	3
BUMG 210 - Communication Dynamics in Organizations	3
BUMG 301 - Organizational Behavior	3
BUMG 302 - Human Resource Management	3
BUMG 325 - Legal Environment of Business	3
BUMK 200 - Marketing	3
<b>Sport Management Major Requirements</b>	<b>42</b>
SPT 101 - Sport and Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
SPT 160 - Introduction to Sport Management	3
SPT 202- Economics and Sport	3
SPT 325 - Sport Marketing	3
SPT 340 - Program and Facilities Management	3
SPT 350 -Sport Finance and Management	3
SPT 360 - Leadership	3
SPT 370 - Law and Ethics in Sport Management	3
SPT 395 - Internship (120 hours minimum)	3
SPT 401 - Seminar in Sport Management	3
SPT 420 - Research Methods	3
SPT 495 - Internship (240 hours minimum)	6

Open Elective Credit (as needed to reach 120 credits)

variable

**Minimum Required Total Credit****120****Program Standards**

Students will be retained within the sport management major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the business foundation of the sport management major requirements.
3. Grade point of 2.0 or better in each sport management major required course with the SPT prefix. Students who receive a grade point below a 2.0 in a sport management major required course with an SPT prefix will be required to repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Minimum cumulative GPA of 2.5 in sport management required courses (SPT prefix). If this GPA falls below the 2.5 in the required coursework, the student may not be allowed to begin additional coursework or internships.
5. Sport management students must hold current certification in first aid and CPR prior to enrollment in internships. (Successful completion of ATC 150 will satisfy this requirement.)

**Internship Experiences**

All students in sport management complete a series of internship experiences designed to expose them to the fields of sport and business and to give them progressively responsible experiences working with specialists in the field. As students move through the internships (nine credits total), they experience the application of knowledge in the internship under departmental supervision.

**Department of Exercise and Sport Performance Faculty**

LaRue, Richard J. (Chair, Coordinator of Sport Management Program) Professor  
D.P.E., Springfield College; M.S., Springfield College-Movement Sciences; B.A., University of Northern Iowa-Teaching: Physical Education and Health.

Lamarre, Wayne, M.Ed, ATC, LAT (Director, Athletic Training Education Program) Assistant Professor  
M.Ed., Vermont College of Norwich University-Curriculum and Instruction in Higher Education;  
B.S., Central Connecticut State University; Certified Athletic Trainer.

Rizzo, Christopher Clinical Education/Clinical  
M.S., Indiana State University-College of Health and Human Performance; B.S., Hartwick Education Coordinator  
College-Psychology; Certified Athletic Trainer; Certified Strength and Conditioning Specialist

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### Minor in American Studies

**College:** Arts and Sciences

**Department:** Interdisciplinary

**Contact:** Dr. Elizabeth DeWolfe (Chair-History Department and American Studies Coordinator) [edewolfe@une.edu](mailto:edewolfe@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Admission Requirements](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Department Website](#)

#### Mission Statement

Our mission is to expose students to interesting and challenging material from a variety of academic disciplines; to increase their ability to communicate skillfully in written and oral fashion; and to provide an opportunity for independent research. The study of methodology in American Studies creates self reflective, independent thinkers who can contribute to society in both intellectual and practical ways.

#### Program Description

The American studies minor introduces students to analytical techniques and critical theories from history, anthropology, literary studies and other liberal arts and sciences, and allows students to apply these methods in a detailed examination of American culture and institutions.

The interdisciplinary focus of the minor helps to develop skills that are essential for a successful career in business, education, social service, government service, journalism, publishing, or for further graduate school study (including law). Internship options in business, government, museums, newspapers and publishers are tailored to the career interests of students. This minor is an excellent choice that complements any major.

#### Admission Requirements

All admitted, matriculated students are invited to enroll in our courses and to seek a minor in American Studies. Students seeking a program of study in American Studies should choose a major in Liberal Studies or History with a concentration in American Studies. See [Undergraduate Admissions](#) also.

#### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#).

#### Curricular Requirements

##### Program Required Courses

AMS 105 - Intro to American Studies or any <b>AMS</b> course at the 200 level	3 credits
Five elective courses*	15 credits
<b>Program Minimum Required Total Credits</b>	<b>18 credits</b>

\*One course must have the AMS prefix. At least two of the remaining four courses should represent at least two different disciplines (other than American studies), with course content focused on some aspect of American society, history, or culture in total or in comparison. At least two of the minor courses must be at the 300 or 400 level. Directed studies are available to meet particular interests when needed.

Following is a partial list of courses offered in the area of American Studies. Students may select courses from other disciplines as appropriate in consultation with the program coordinator.

AMS 202/HIS 202 - American Identity and History

AMS 204/HIS 204 - Growing up Female: A History of Girls in America

AMS 206/HIS 206 - Diaries, Journals and Letters

AMS 250/HIS 250 - American Women's History I

AMS 251/HIS 251 - American Women's History II

AMS 315/HIS 315 - Topics in American Studies

AMS 337/HIS 337 - Topics in Women's History

AMS 338/HIS 338 - American Communal Experiments

AMS 400 - Fourth - Year Seminar

AMS 470 - Internship I

Ideally, the sequence of courses would revolve around a particular focus such as an historical or a particular topic. The possibilities are many, but might include focused study of the twentieth century, women's studies, the environment or health. Courses will be selected in consultation with the AMS program coordinator. For more information on an American studies minor, contact the program coordinator.

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**Program Information:****Biological Sciences Majors****College:** Arts and Sciences**Department:** Biological Sciences**Contact:** Dr. Lawrence Fritz (Chair) [lfriz@une.edu](mailto:lfriz@une.edu)[Curricular Topic Requirements](#)[Secondary Education Certification](#)[Transfer Credit and Advanced Standing](#)[Honors Program](#)[Advisory Committee](#)[Minors in Biological Sciences](#)[Faculty](#)[Department Website](#)**Biological Science Majors**

Biology is an exploration of the living world that underscores and explains the unity and diversity of life. But it is also a truly human endeavor in that it affects us all in many ways. Because we live at this time in human history - at the beginning of what many believe to be a biological age - students must understand the subject well enough to apply biological concepts and skills to the wide array of problems and choices they will inevitably face. The Department of Biological Sciences' program is not only designed to provide an excellent foundation in the field of biology and prepare students for careers and further study, but also to emphasize biology's relevance to their lives.

The department offers bachelor of science degrees in aquaculture and aquarium science, biological sciences, marine biology and medical biology. In addition, it also provides a prescribed course of study designed to prepare students for admission to programs in allopathic or osteopathic medicine, physician's assistant, dentistry, physical therapy and occupational therapy. An interdisciplinary major in psychobiology is offered through this department and the Department of Psychology.

Students who major in biological science programs become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies. Small classes enable the faculty to adopt an approach to learning that stresses how different subjects are related to each other, facilitates critical thinking, and encourages a collaborative approach to learning between students and faculty. Professors want students to experience the excitement and to see the applications of biology as well as appreciate science as a way of knowing about the world around them.

In addition, all programs stress the importance of field opportunities, research experience and experiential learning. The marine-based programs benefit from the University's state of the art Marine Science Education and Research Center, in addition to its ideal coastal setting with the ocean, estuary, freshwater marshes and ponds, major river drainage basins and large lakes just minutes from campus. The department also offers two graduate degrees (masters level) which are detailed in the graduate portion of this catalog. The department's medically-related programs benefit from interaction with the College of Osteopathic Medicine as well as UNE's graduate programs in physical therapy, occupational therapy and physician assistant. Please visit our graduate programs page for details.



Students are encouraged to enroll in a variety of internal and external internship opportunities including research and job experiences. Students will fulfill requirements for biological science majors by taking courses listed under headings for that specific major. There are also a variety of courses recommended for selection as electives in each degree program. This is to ensure that students, regardless of their major, receive a balanced exposure to major topics in modern biology as they progress through their major field of study. A minimum grade of C- must be achieved in all science and mathematics courses used toward graduation in any of the programs in the Department of Biological Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biological Sciences

**Curricular Topic Requirements**

In each major in biological sciences there are topic area requirements. The following list indicates those courses that can fulfill the various topic area requirements for the different majors.

**Ecology**

BIO 333 - Evolution (Gen, Med)

BIO 335 - Animal / Behavioral Ecology (Gen, Mar, Med)

BIO 350 - Ecology (Gen, Mar, Med)  
 BIO 360 - Oceanography (Gen, Med)  
 BIO 381 - Limnology (Gen, Mar, Med)

### Organismal Biology

BIO 204 - Parasitology (Gen, Mar, Med)  
 BIO 208/9 - Introductory Anatomy and Physiology (Gen)  
 BIO 221 - Principles of Aquaculture (Gen, Med)  
 BIO 222 - Finfish/Shellfish Culture Techniques (Gen, Med)  
 BIO 223 - Health, Nutrition and Feeding Cultured Organisms (Gen, Med)  
 BIO 226 - Microbiology (Gen, Mar, Med)  
 BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Gen, Med)  
 BIO 250 - Marine Biology (Gen, Med)  
 BIO 251 - Plants of New England (Gen, Med)  
 BIO 252 - Natural History of Marine Mammals (Gen, Med)  
 BIO 302 - Gross Anatomy (Gen, Med)  
 BIO 310 - Phycology (Gen, Mar, Med)  
 BIO 319 - Ornithology (Gen, Mar, Med)  
 BIO 320 - Invertebrate Zoology  
 BIO 323 - Principles of Aquarium Operations and Science (Gen, Med)  
 BIO 330 - Comparative Vertebrate Anatomy (Gen, Mar, Med)  
 BIO 331 - Biology of Fishes (Gen, Mar, Med)  
 BIO 355 - Biology of Marine Mammals (Gen, Mar, Med)  
 BIO 420 - Marine Biology Topics (Gen, Mar, Med)  
 BIO 421 - Marine Biology Topics with lab (Gen, Mar, Med)

### Physiology\* (Cellular Biology)

BIO 203 - Histology (Gen, Med)  
 BIO 208/9 - Introductory Anatomy and Physiology (Gen)  
 BIO 215 - Microtechniques (Gen, Med)  
 BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Med, Mar)  
 BIO 309 - Pathophysiology (Gen)  
 BIO 322- Comparative Animal Physiology (Gen, Mar, Med)  
 BIO 340 - Embryology (Gen, Med)  
 BIO 365 - Immunology (Gen, Med)  
 BIO 370 - Cell/Molecular Biology (Gen)  
 BIO 404 - Neuroscience (Gen, Med)  
 BIO 430 - Molecular Biology Topics (Gen, Med)  
 BIO 431 - Molecular Biology Topics with lab (Gen, Med)

#### Note:

*Gen - Fulfills general biology requirement (ecology, physiology (cellular) or organismal) - includes psychobiology*

*Mar - Fulfills marine biology requirement (ecology, physiology (cellular) or organismal) - includes aquaculture*

*Med - Fulfills medical biology requirement (BIO200+ or BIO400+) - includes pre-PA and biochemistry double major*

*BIO 230, BIO 290, BIO 415, BIO 420, BIO 430, BIO 440, BIO 450, BIO 460, BIO 470, or BIO 480 Biology Topics courses may fulfill requirement depending on subject matter and advisor permission.*

*BIO 210, BIO 275, BIO 295, BIO 400, BIO 410, BIO 490 and BIO 495 research, internship and honors courses do NOT meet 200- and 400-level course requirements.*

**See individual major program pages for details.**

### Secondary Education Certification

The department offers biology majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of life sciences. While providing a solid foundation in biology, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

#### Education Courses

Education Courses	Credits
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment & Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15
See Education link for more details.	

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. **All Biology courses previously completed must be no older than five years (eight years for BIO 100 level courses).** Other options and restrictions apply. See [Undergraduate Admissions](#) also.

### Honors Program

The Honors Program, offered by the Departments of Biological Sciences, gives select students the opportunity to do independent study and research in their major, ultimately leading to graduation "with honors." Students with exemplary high school academic performance, or during their first year, are invited to enroll in a series of honors courses designed to introduce students to the research process; help them identify their research interests and identify potential faculty mentors to supervise their work; and aid in the development of a thesis proposal. Students who have had their thesis proposal approved by the faculty Honors Committee in the spring semester of their third year conduct their research projects under the guidance of their faculty mentor. The culmination of the student's honors research is a written thesis and oral presentation. Bachelor's degree "with honors" is awarded upon approval of the written thesis and presentation by the Honors Examining Committee.

### Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee consists of faculty members of the Department of Biological Sciences. The major function of this committee is to offer information and advice to students interested in applying to health professional schools (e.g., medical schools, dental schools, physician assistant programs). In addition, this committee drafts letters of evaluation for students applying to these programs. Interested students should contact their advisors to receive information regarding the protocol for obtaining a PHPAC letter of evaluation.

### Minors in Biological Sciences

A biology minor requires 6 (additional) biology courses, including the **introductory biology series** (BIO 100 and 101 or BIO 104 and one of: BIO 150, BIO 100 or BIO 101). For all department of biological sciences majors, this means the biology minor requires an additional 4 biology courses because no single course meets two area requirements. The minor must include specific courses focused in one of the following areas:

- **Animal Studies minors** must complete the **introductory biology series** and BIO 322 Comparative Physiology, BIO 335 Animal Behavior / Behavioral Ecology and two additional organismal topics courses.
- **Aquaculture minors** must complete the **introductory biology series** and BIO 221 Principles of Aquaculture, BIO 222 Finfish/Shellfish Culture Techniques, BIO 223 Health/Nutrition/Feeding Cultured Organisms, and BIO 323 Principles of Aquarium Operations Science.
- **Biology minors** must complete the **introductory biology series** and one organismal, one ecology and one cell/physiology and one additional biology course.
- **Marine Biology minors** must complete the **introductory biology series** and BIO 250 Marine Biology, one ecology topic and two additional organismal topics courses.
- **Medical Biology minors** must complete the **introductory biology series** and BIO 200 Genetics, BIO 245AP+P -1, BIO 345 AP+P II and BIO 370 Cell Biology.

### Department of Biological Sciences Faculty

Fritz, Lawrence, Chair Ph.D., M.S., Rutgers University - Plant Physiology; B.S., SUNY Stony Brook - Biology.	Professor
Angelichio, Michael Ph.D., Tufts University - Microbiology & Molecular Biology; B.S., Pennsylvania State University - Microbiology.	Assistant Professor
Binks, Andrew Ph.D. and B.Sc. University of Newcastle upon Tyne, UK-Physiological Science; M.Sc. University of London-Applied Physiology	Assistant Professor
Brown, A. Christine Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology.	Professor
Bymers, Leah M.S. University of Arizona-Fisheries; B.S. Dalhousie University-Marine Biology and Spanish	Laboratory Coordinator
Daly, Frank J. Ph.D., Boston University-Anatomy and Neurobiology; B.S., Stonehill College-Biology.	Associate Professor
DuDevoir, Deborah Ph.D., Rush University - Immunology/Microbiology; M.S., University of New Hampshire - Entomology; B.A., The King's College - Biology.	Laboratory Instructor
Dutta, Kaushik M.S., University of Arizona - Physiological Sciences; B.A., University of Maine at Farmington - Biology.	Laboratory Instructor
Einsiedler, Linda Ph.D., M.S., Boston University - Microbiology & Immunology; B.S., University of New Hampshire - Microbiology.	Assistant Professor

Fox, Jeri Ph.D., University of Washington-Fisheries Biology; M.S., University of Houston-Marine/Developmental Biology; B.A., University of Tennessee-Biology.	Assistant Professor
Frederich, Markus Ph.D.-Alfred-Wegener Institute for Polar and Marine Research-Germany-Invertebrate Physiology; M.S.-Technical University of Darmstadt-Germany.	Assistant Professor
Ganter, Geoffrey Ph.D., Boston College-Biology; B.S., Atlantic Union College-Biology.	Assistant Professor
Hunt, James Christopher Ph.D., University of California Los Angeles - Biology; B.S., University of Rochester - Biology-Geology.	Assistant Professor
Lussier, Jennifer B.S., Stonehill College-Biology.	Laboratory Instructor
McDonough, Debra Ph.D., University of Colorado-Molecular, Cellular and Developmental Biology; Massachusetts State Teacher Certification, Wellesley College-Education; B.S., Massachusetts Institute of Technology-Biology.	Assistant Professor
Ono, Kathryn Ph.D., University of California-Davis-Zoology; M.A., University of California-Davis-Zoology; B.A., University of California, Santa Cruz-Biology.	Associate Professor
Samuel, Gilbert Ph.D., University of New Hampshire-Parasitology; M.S., University of Madras-Zoology; B.A., University of Madras-Zoology.	Professor Emeritus
Sandmire, David M.D., University of Wisconsin Medical School; M.A., University of Wisconsin-History of Science and Medicine; B.S., University of Wisconsin-Biochemistry.	Associate Professor
Sulikowski, James Ph.D.-Zoology - University of New Hampshire; M.S.-Physiology - DePaul University; M.S.-Marine Biology - Nova Southeastern University; B.S.-Biology - Denison University	Assistant Professor
Weston, Rema M.S.-Environmental Studies-California State University; B.S.-Biology/Psychology-University of Maine	Laboratory Coordinator
Yund, Phil Ph.D., Yale University - Biology; Sc.B., Brown University - Aquatic Biology.	Research Associate Professor and Director, Marine Science Center
Zeeman, Stephan Ph.D., University of South Carolina-Marine Science; M.S., University of Wisconsin-Botany; B.A., University of California at Santa Barbara-Environmental Biology.	Professor
Zogg, Greg Ph.D., University of Michigan-Forest Ecology; M.S., University of Michigan-Forest Ecology; B.S., University of Michigan-Natural Resources.	Associate Professor

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## Business Administration

**Degree:** Bachelor of Science with a major in Business Administration

**College:** College of Arts and Sciences

**Department:** Business Administration

**Contact:** Dr. James Breyley (Chair) [jbreyley@une.edu](mailto:jbreyley@une.edu)

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### Mission Statement

The mission of the Department of Business Administration is to provide competent, supportive faculty and to offer relevant curricula that will help prepare students to cope with and thrive in an ever-changing world. More specifically, the department strives:

- to prepare students for ethically and socially responsible roles in business and society;
- to develop in students the ability to recognize, analyze, and solve problems;
- to help students achieve their personal and career goals; and
- to prepare students for entry-level positions in either the private or public sector and/or to prepare students for coursework at the graduate level.

### Major Program Description

The bachelor of science degree in business administration is designed to supplement the University's liberal arts core curriculum. In particular, its goals are:

- to facilitate students' acquisition of a basic business knowledge base in the functional areas of business including, but not limited to, accounting, business law, economics, finance, management, and marketing;
- to facilitate students' acquisition of technical skills and competencies in computer information systems and quantitative techniques;
- to provide professional job search and experience;
- to facilitate students' ability to integrate their knowledge of the functional areas of business with their technical skills and competencies and their professional experiences and to apply that knowledge and those skills.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

**University Core Requirements** (includes MAT 120)

**Credits**  
**42-43**

#### Program Required Courses

BUAC 201 - Financial Accounting	3
BUAC 203 - Managerial Accounting	3
BUEC 203 - Macroeconomics	3
BUEC 204 - Microeconomics	3
BUFI 302 - Personal Finance	3
BUFI 315 - Financial Management	3
BUMG 200 - Management	3
BUMG 311 - Business and Society Relations	
BUMG 325 - Legal Environment of Business	3
BUMG 335 - International Business or BUMK 405 - Sales Management	3
BUMG 495A - Internship	3
BUMG 498 - Administrative Policy and Strategy	3
BUMK 200 - Marketing	3
CITM 100 - Introduction to Microcomputer Software	3
MAT 110 - Quantitative Reasoning	3

#### Business Elective Required Courses

Choose FIVE of the following courses\*

BUEC 370 - Money, Credit and Banking

**15**

BUEC 380 - Economic Development of the United States  
 BUEC 390 - Environmental Economics  
 BUFI 321 - Investment Management  
 BUFI 370 - Risk Management  
 BUMG 301 - Organizational Behavior  
 BUMG 302 - Human Resource Management  
 BUMG 311 - Business and Society Relations  
 BUMG 312 - Entrepreneurship/Small Business Management  
 BUMG 328 - Employment Law  
 BUMG 335 - International Business (cannot count here if used as program required course)  
 BUMG 360 - Leadership  
 BUMG 400 - Management Seminar  
 BUMG 495B - Internship in Business Administration  
 BUMK 301 - Services Marketing  
 BUMK 310 - Advertising  
 BUMK 400 - Marketing Seminar  
 BUMK 405 - Sales Management (cannot count here if used as program required course)  
 COD 220 - Communication Dynamics in Organizations  
 \*(One BUEC, and One BUMG, and One BUFI required as business electives).

Open Elective Courses (as needed to reach 120 credits)

variable

**Minimum Total Required Credits**

**120**

### Program Standards

Department of Business Administration majors and minors must earn at least a C- in all Department courses. See Academic Policy also.

### Minors in the Department of Business Administration

A student with a major in another department may, with the permission of the Business Administration Department Chair, minor in **Business Administration** or **Computer Information Technology Management**, or **Communications**. See below for details.

A student with a major in Business Administration may, with the permission of the Department Chair, minor in Computer Information Technology Management or Communications. See below for details.

#### Minor - Business Administration

##### Program Required Courses

BUAC 201 - Financial Accounting  
 BUMK 200 - Marketing  
 BUMG 200 - Management  
 Business Electives

##### Credits

3  
 3  
 3  
 9  
**18**

**Total Credits**

#### Minor - Computer Information Technology Management

##### Program Required Courses

CITM 100 - Introduction to Microcomputer Software  
 CITM 201 - Introduction to Information Technology  
 CITM 202 - Computer Networking Fundamentals  
 CITM 301 - Network Operating Systems  
 CITM 302 - Fundamentals of Web Design  
 CITM 303 - Introduction to Programming  
 CITM 305 - Database Management

##### Credits

3  
 3  
 3  
 3  
 3  
 3  
 3  
**21**

**Total Credits**

#### Minor - Communication

The Minor in Communications examines questions about society, business and communication practices with critical attention to the newest media and computer-related technologies. Students will explore communications theory and also learn how to communicate effectively using a full range of media channels including new media technology. Upon completion of the minor students will be able to

- Demonstrate an understanding of the history and evolution of communication and the role of societies and institutions in shaping communications;
- Articulate and apply the theories and best practices for the use and presentation of images and digital information including audio and video;
- Apply tools and technologies used in the communications professions.

##### Program Required Courses

COD 311 - Digital Video and Audio Production

##### Credits

3

COD 410 - Writing for Digital and New Media	3
<b>Program Elective Courses (select four of the courses below)*</b>	
COD 110 - Introduction to Communication	3
COD 210 - Understanding Media	3
COD 220 - Communication Dynamics in the Organization	3
COD 300 - Photo and Video Documentation	3
SOC 180 - Visual Sociology	3
SOC 255 - Globalization of Technology	3
SOC 260 - Cross Cultural Communication	3
CITM 302 - Fundamentals of Web Design	3
*Maximum 6 credits for non-COD prefix courses apply.	
<b>Total Credits</b>	<b>18</b>

### Business Administration Faculty

Breyley, James (Chair) Ph.D., Arizona State University; M.S., Colorado State University; B.A., Northwestern University	Associate Professor
Daley, Michael Ph.D., M.A., University of New Hampshire, Whittemore School of Business and Economics- Economics; B.S., University of Maine at Orono- Chemical Engineering	Assistant Professor
Habraken, Joseph W. M.A., The American University; B.A., B.S. Kent State University; Microsoft Certified Professional; Cisco Certified Network Associate.	Assistant Professor
Leach, Thomas M.B.A., Eastern Michigan University; B.A., Michigan State University-Business Administration	Associate Professor
Luhman, John Teta Ph.D., New Mexico State University; M.A. and B.A., The American University	Assistant Professor

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*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Chemistry

**Degree:** Bachelor of Science with a major in Chemistry

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Jerome Mullin (Chair) [jmullin@une.edu](mailto:jmullin@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Admission Requirements](#)

[Transfer Credit and Advanced Standing](#)

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[Program Standards](#)

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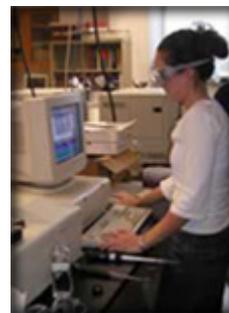
[Department Website](#)

### Mission Statement

Chemistry and physics are fundamental sciences that touch every aspect of our lives and the world around us. Chemistry is the study of matter: its chemical and physical properties, the chemical and physical changes it undergoes, and the energy changes that accompany those processes. Chemistry often is referred to as the central science; it rests upon the foundation of mathematics and physics and in turn is the essential basis for the life sciences such as biology and medicine. Chemistry is largely an experimental science, and has applications in such diverse areas of research as the development of new drugs, the search for solutions to problems of environmental pollution, and the derivation of alternative energy sources. Much cutting-edge research in biology and medicine is being carried out at the level of atoms and molecules, the particles of matter upon which the study of chemistry is based.

Physics, too, is the study of matter and energy, viewed from a different perspective. To understand living systems and the universe in which we live requires an understanding of the chemical and physical principles that operate within them.

In addition to offering majors in chemistry, chemistry/secondary education, biochemistry and laboratory science, and a minor in chemistry, the department fills a significant role for students in other programs through its introductory courses in chemistry and physics. Because of the fundamental roles of chemistry and physics in the biological, environmental, and health sciences, students in these programs benefit from the conceptual, quantitative, problem-solving, and communication skills stressed in the introductory courses, which form the foundation for later courses in the students' majors.



### Major Program Description

The bachelor of science degree in chemistry stresses the important fundamental aspects of the discipline, including analytical chemistry, biochemistry, organic chemistry, inorganic chemistry, and physical chemistry. Classroom work in each of these essential areas is complemented with laboratory exercises designed to illustrate important chemical principles and provide students with hands-on experience in the important classical and instrumental techniques of chemistry. While the chemistry core courses provide both depth and breadth in the basic areas of chemistry, students also have the opportunity to study selected areas of modern chemistry more intensively in advanced elective courses and in undergraduate research. The department's courses stress the integration of theory and experiment, the development of critical thinking and problem solving skills, and the cultivation of oral and written communication skills. The department's faculty members are highly committed to undergraduate education in general and undergraduate research in particular. One of the strengths of the department's programs is the opportunity it provides for students to become involved in undergraduate research in collaboration with a faculty mentor.

The curriculum is designed to meet the requirements of the American Chemical Society Committee on Professional Training. Students will be well prepared for entry into a variety of laboratory positions or for entry into graduate programs in many areas of science. Chemistry graduates typically are very well prepared for entry into professional programs such as medical, dental, or veterinary schools. The department is well equipped with modern laboratory instrumentation, available to students in laboratory courses and research projects.

### Admission Requirements

Preferred conditions for entry into the chemistry major are completing of at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics. See [Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

[University Core Requirements.](#)

**Required Program Courses**

CHE 110 - General Chemistry I

CHE 111 - General Chemistry II

**Credits**  
**42-43**

4

4

CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 280 - Intermediate Inorganic Chemistry	2
CHE 307 - Quantitative Analysis	5
CHE 350 - Biochemistry I: Proteins	5
CHE 370 - Physical Chemistry I	4
CHE 371 - Physical Chemistry II	3
CHE 375 - Advanced Laboratory	2
CHE 407 - Instrumental Methods of Analysis	5
MAT 190 - Calculus I (included in core requirements)	
MAT 195 - Calculus II	4
MAT 200 - Calculus III	4
PHY 210 - University Physics I	4
PHY 211 - University Physics II	4
<b>Flexible Required Program Course (at least one)</b>	
<i>Select a minimum of one course below that is at least 3 credits. Consult with your academic advisor for approval for selection of advanced CHE courses not listed below.</i>	
CHE 380 - Inorganic Chemistry, or	3
CHE 405 - Medicinal Chemistry, or	3
CHE 420 - Spectroscopic Methods of Structural Analysis, or	3
CHE 410 - Research I	1-4
<b>Minimum Required Program Credits</b>	<b>63</b>
Open elective courses (as needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

### Program Standards

A minimum grade of C- must be achieved in all required science and mathematics courses used toward graduation in chemistry, and a 2.00 cumulative grade-point average in the sciences is a requirement for graduation.

### Minor in Chemistry

A student with a major in another department may minor in Chemistry with the permission of the Chemistry and Physics Department Chair. Twenty-three hours of course work is required for the Minor in Chemistry as specified below. This minor indicates a significant level of accomplishment in the important foundation areas of Chemistry.

CHE 110 General Chemistry I **4 cr**

CHE 111 General Chemistry II **4 cr**

CHE 210 Organic Chemistry I **5 cr**

CHE 211 Organic Chemistry II **5 cr**

CHE 307 Quantitative Analysis **5 cr**

The chemistry course grade point average must be maintained at 2.00 (C) or better. Please note that there are no substitutions for the Organic Chemistry requirements.

### Department of Chemistry and Physics Faculty

Mullin, Jerome (Chair) Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.	Professor
Bilotta, Paul M.S., University of Tennessee- Analytical Chemistry; B.S. Merrimack College – Chemistry.	Laboratory Instructor
Callahan, Dan (Laboratory Coordinator) M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.	Lecturer
Deveau, Amy Ph.D., University of Virginia-Chemistry; B.S., Stonehill College-Chemistry.	Assistant Professor
Stubbs, John Ph.D., University of Minnesota-Physical Chemistry; B.A., University of Minnesota at Morris - Chemistry and German.	Assistant Professor
Sweezy, Mark Ph.D., University of Vermont- Microbiology and Molecular Genetics; B.A., Western State College of Colorado- Biology.	Assistant Professor
Syvinski, Christopher M.S., Clarkson University- Chemistry; B.S., Clarkson University- Chemistry.	Laboratory Instructor
Vesenka, James Ph.D., University of California, Davis-Physics; M.S., University of California, Davis-	Associate Professor

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### Art Education

**Degree:** Bachelor of Arts with a major in Art Education

**College:** Arts and Sciences

**Department:** Creative and Fine Arts

**Contact:** Dr. Susan Hillman (Chair - Dept. of Education)

[shillman@une.edu](mailto:shillman@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Minor](#)

[Faculty](#)

[Department Website](#)

### Mission Statement

The Fine Arts Department at UNE is staffed by a community of professional artists with national reputations. The mission of the faculty is to nurture and encourage students' individual growth, development and expression. After a firm grounding in the foundations, students are encouraged to develop an original body of work in their preferred medium. Through specific courses in pedagogy and art teaching methodology, delivered through the Education Department, students will come to understand student development, learner diversity, curriculum development and assessment.

### Major Program Description

The Creative and Fine Arts Department in collaboration with the Department of Education offers the bachelor of arts degree in art education. A commitment to liberal arts is the foundation for the Art Education Program. The Creative Arts enhance the quality of our lives through the experience of gallery and museum exhibitions, theater, music and dance performance. This major allows artists to share their education with others through teaching. It fosters an appreciation of the artistic process and mastery of technical skills while simultaneously establishing the fundamentals for a career in education.

Upon successful completion of this program, you will be competent and confident as an artist and well prepared to teach students at all levels from elementary secondary school. You will also learn to become an advocate for art education in the schools and throughout the community.



### Transfer Credit and Advanced Standing

See Undergraduate Admissions

### Curricular Requirements

	Credits
<b>University Core Requirements.</b>	<b>42-43</b>
ART 100 - Drawing I	3
ART 104 - Painting I	3
ART 106 - Two-Dimensional Design	3
ART 113 - Sculpture I	3
ART 114 - Printmaking	3
ART 200 - Drawing II	3
ART 210 - Art History Survey I	3
ART 211 - Art History Survey II	3
ART 260 - Renaissance and Baroque Art <b>or</b>	
ART 270 - Art in the Modern World	3
ART Elective	3
Two additional courses in visual arts (200-499)	6
<b>Art Minimum Required Total</b>	<b>36</b>
<b>Required Education Courses</b>	
EDU 105 - Intro to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 330 - Edu Psych & Classroom Mgmt (required if PSY 270 is NOT taken as part of the core requirement)	
EDU 430 - Educational Assessment and Evaluation	3
EDU 441 - Methods of Art Education	3
EDU 486 - Secondary or Art Ed Practicum	1-4

EDU 492 - Secondary Education Internship and Seminar

15

**Education Minimum Required Total**

Open Elective Courses (as needed to reach 120 credits)

**34**  
variable  
**120****Minimum Required Total Credits****Minor in Creative and Fine Arts**

A student with a major in another department may minor in Creative and Fine Arts with the permission of the Creative and Fine Arts department chair. Eighteen credits hours as indicated below is required:

	<b>Credits</b>
ART 100 - Drawing I	3
ART 101 - Watercolor or	3
ART 104 - Painting	
ART 106 - Two-Dimensional Design	3
ART 113 - Sculpture I	3
ART 210 - Art History Survey I or	
ART 211 - Art History Survey II	3
Fine Art Elective	3
<b>Minimum Required Total Credits</b>	<b>18</b>

**Department of Creative and Fine Arts Faculty**

(Chair)

Still in hiring process at time of posting

Thompson, Charles

M.F.A., Tyler School of Art

B.S., Ball State University

Associate Professor

Gorham, Sarah

M.F.A., Maine College of Art

M.A.T., Tufts University

B.A., Wittenberg University

Assistant Professor

**Adjunct Faculty**

Stephen Burt

M.F.A., State University of New York at Purchase

William Croninger

M.A., Adams State College

B.A., Adams State College

B.S., University of New England

Robert Douquette

B.A., University of New Hampshire

Jim Flahaven

B.F.A., University of North Texas

Charles Michael Howard

M.F.A., Brooklyn College

Katie Fagan Mellow

B.F.A., Portland School of Art

Matt Pineado

M.F.A., The School of the Art Institute of Chicago

Philip Stevens

B.F.A., Portland School of Art

Sharon Townsend

M.A.T., Wesleyan University

Edgar Twilley

M.F.A., Queens College

**Notice and Responsibilities Regarding this Catalog**

<http://24.97.224.82/registrar/catalog/0607/undergrad/majoraed.asp#minor>

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## University of New England

## Catalog 2006-2007 Undergrad - No Top Photos

### English

**Degree:** Bachelor of Arts with a major in English

**College:** Arts & Sciences

**Department:** English

**Contact:** Dr. Anouar Majid, Department Chair [amajid@une.edu](mailto:amajid@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

[Minor](#)

[Additional Info/Secondary Cert](#)

[Faculty](#)

[Department Website](#)

### Mission Statement

Through its avant-garde approach, interdisciplinary course offerings, innovative theoretical models, and accomplished instructors, the English major exposes students to a wide and diverse body of knowledge and provides them with the tools to think, analyze, and write with confidence.

### Major Program Description

The Department of English introduces students to significant global literary works and trains them in the careful analysis of texts, ranging from traditional novels to film and emerging electronic communication. The English major doesn't limit itself to works originally written in English language but, relying on the art of translation, crosses national and language boundaries to include the entire global literary and textual experience. Through a variety of theoretical approaches, students will learn how to analyze the heavily textualized world around them and prepare themselves for numerous occupations in their professional careers.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

	<b>Credits</b>
<b>University Core Requirements</b>	<b>42-43</b>
<b>Program Required Courses</b>	
ENG 115 - British Literature I	3
ENG 116 - British Literature II	3
ENG 206 - Introduction to Literary Theory and Criticism	3
ENG 200 - American Literature I	3
ENG 201 - American Literature II	3
ENG 329 - Topics in World Literature	3
ENG 405 - Topics in Postcolonial Literature	3
Major Concentration Courses/English Electives	15
<b>Program Minimum Required Total Credits</b>	<b>36</b>
Elective Courses (as needed to reach 120 credits)	variable
<b>Minimum Total Required Credits</b>	<b>120</b>

### Minor in English

A student with a major in another department may minor in English with the permission of the English Department Chair. Eighteen hours of approved course work is required for the Minor in English.

### Additional Information/Secondary Education Certification

The department offers english majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school english teachers (grades 7-12). While providing a solid foundation in english, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

<b>Education Courses</b>	<b>Credits</b>
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3

EDU 430 - Educational Assessment and Evaluation	3
EDU 436 - Methods of Teaching Secondary English/Lang Arts	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See Education for more details.

### Department of English Faculty

Majid, Anouar (Chair) Ph.D., Syracuse University—English; M.A., City University of New York—English; B.A., University of Fez, Morocco—English.	Professor
Anderson, Matthew Ph.D., Yale University—Comparative Literature; M. Phil., Yale University—Comparative Literature; B.A., Colorado College.	Assistant Professor
Frank, Cathrine Ph.D., George Washington University - English Literature; M.A., University of Cincinnati - English Literature; B.A., Wake Forest University.	Assistant Professor
Mahoney, Joseph Ph.D., Pennsylvania State University—English; M.A., Northeastern University—English; B.A., Boston College—English.	Associate Professor
McHugh, Susan Ph.D.-English-Purdue University; M.A.-English-University of Massachusetts; B.A.-English- University of Massachusetts	Assistant Professor
Tuttle, Jennifer Ph.D., University of California, San Diego—Literature; M.A., University of California, San Diego —English and American Literature; B.A., University of California, Irvine—English.	Assistant Professor

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## Environmental Studies

**Degree:** Bachelor of Science with a major in Environmental Studies

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) [ogrumbling@une.edu](mailto:ogrumbling@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Transfer Credit and Advanced Standing](#)

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### Mission Statement

It is our goal to increase awareness and appreciation of human connections with the rest of the natural world, and to stimulate advocacy for harmonious behaviors. The liberal arts curriculum stresses sound interdisciplinary understanding of the natural sciences, social sciences, and humanities in order to explore past, present, and potential ways of living on the earth. We are concerned with environmental issues at local, regional, national, and global levels, and we especially desire to help communities practice sustainable living by means of our teaching, research and service. Faculty and students collaborate in active and critical learning through community discourse, personal inquiry, and experiential learning. We intend that our students develop a personal, aesthetic awareness of the earth, and that they engage in the inquiry, discovery, critical thinking, and debate that characterizes the study of environmental issues in the world.

### Major Program Description

The department offers majors in environmental science and **environmental studies**. Both build upon a sound foundation in basic science, and both provide broad explorations of human interaction with the environment.

During the first two years, course requirements are nearly identical. The difference between the two majors emerges during the final two years in course selection: environmental science emphasizes scientific aspects of environmental questions, while **environmental studies emphasizes humanistic, social, and political aspects**.

During the first year, Department of Environmental Studies (DES) majors take courses in Environmental Issues, General Biology, and Literature, Nature & Biology (or appropriate substitute) as part of the Green Learning Community. (See below.) This two-semester program uses an interdisciplinary framework to explore fundamental themes of environmental studies. Moreover, it develops academic and affective skills necessary for successful college learning and collaborative professional work.

During the second year DES students look more deeply into the nature of environmental issues by taking courses in Population, Conservation and Preservation, and Pollution. In addition, the Conservation Field Lab teaches conservation field skills as well as data analysis and environmental communication arts. These interdisciplinary environmental issues courses ensure a broad understanding while preparing students for more advanced study.

In the third and fourth years students, aided by a faculty advisor, choose advanced courses according to their interests and career plans. Environmental science majors choose science electives in biology, chemistry, physics, marine biology, and psychobiology, as well as environmental science. **Environmental studies majors** in the third and fourth years choose advanced courses from the following distribution groups: Conservation and Preservation; Environmental Policy; Arts, Humanities, and Values; Global Ecology and Social Justice.

In both majors, the advanced courses not only stress deeper understanding, but also involve problem solving. Some courses examine the ways that human attitudes affect our environment, while other courses deal with hands-on tasks such as designing a conservation area, restoring a natural ecosystem, or considering technologies to reduce pollution. In order to ensure an intense direct experience of the natural world, the department offers a variety of field study courses, and requires all majors to take at least one. The curriculum culminates with the Senior Capstone in Environmental Studies in which students apply the knowledge and skills they have acquired to a significant environmental question.

### Philosophy

Because the study of environmental issues requires knowledge from a wide range of subjects, DES maintains a firm commitment to interdisciplinary education in our curriculum. DES Core courses utilize knowledge and concepts drawn from the basic sciences as well as from the humanities and social sciences. Upper-division DES courses investigate environmental questions through disciplines such as literature, anthropology, economics, biology, political science, chemistry, physics, and ecology. Through all four years, our curriculum develops the skills necessary for dealing with environmental problems: writing, speaking, critical thinking, computing, research techniques, and media arts. The Environmental Studies Program prepares students to become informed citizens, competent professionals, and lifelong learners.

### The Green Learning Community

As mentioned above, all entering first-year environmental students participate in a year-long learning community focused on the fundamental themes of environmental studies. The Green Learning Community integrates courses as follows: 8 credits for biology, 3 credits for literature (or an appropriate substitute), 3 credits for environmental studies and 2 credits for an integrating seminar experience--for a total of 16 credits over two semesters. This interdisciplinary approach enables students to understand more clearly the relationships between environmental issues, biology and humanities and at the same time improve skills in critical thinking, writing, oral communication, research, and use of computers. Experiential learning activities are central.

### Double Majors

It is possible for DES students to add a second major or a minor in areas such as marine biology, medical biology, political science, history, sociology, and English. DES students interested in a double major should consult with their DES faculty advisor, who in turn will coordinate with an advisor from the second department.

### Secondary Teaching Certification

The department offers environmental studies majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of science. While providing a solid foundation in environmental studies and science, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

### Education Courses

	<b>Credits</b>
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See [Education](#) for more details.

### Center for Sustainable Communities

The Center for Sustainable Communities (CSC) is an internship and service learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford campus. Through hands-on involvement with local governments, non-profit organizations, and community groups, students are able to field test academic learning in situations that make tangible the challenge to "think globally, act locally." The most significant partner organization is the Wells National Estuarine Research Reserve. Its mission, research and education about coastal environments, attracts DES faculty researchers as well as student interns.

### Internships and Careers

Internships provide students with an opportunity to practice learned skills in an actual work environment with the guidance of a DES internship coordinator, who helps students match their interests with a work experience that might take place locally, regionally, nationally, or internationally. Internships provide career exploration, and can help establish professional networks that lead to career opportunities upon graduation. The interdisciplinary nature of environmental studies is reflected in the wide variety of careers open to graduates, such as air and water resource management, ecological restoration, education, habitat conservation, park management, toxicology, field research, journalism, environmental advocacy, environmental impact assessment, law and regulation, and environmental health. Our graduates enter both masters and doctoral programs in several of these fields.

### Core Curriculum

Since 1991 the faculty of the College of Arts and Sciences has defined environmental awareness as a major theme in the College's Core Curriculum, and asked the Department of Environmental Studies to deliver the course Introduction to Environmental Issues to all undergraduates regardless of major. The UNE undergraduate college is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

**Program Standards:** All courses that fulfill a degree requirement must be completed with a grade of C- or higher.

### Curricular Requirements

	<b>Credits</b>
<a href="#">University Core Requirements</a> (includes 13 credits required by major)	<b>42-43</b>
<b>Program Required Courses including Green Learning Community</b>	<b>17</b>
ENV 100, 101 - Introduction to Environmental Issues (3 cr) (Fulfills University Core Requirement)	
ENV 150, 151 - Intro to The Green Learning Community I/II	2
BIO 100 Biology I (4 cr) (Fulfills University Core Requirement)	
BIO 101 Biology II	4
LIT 121, 122 - Exploration: Literature, Nature and Biology (3 cr) or	
BUEC 104/105 - Economics in Context (3 cr) (Fulfills University Core Requirement)	
BIO 350 Ecology	4
CHE Any college-level Chemistry course with lab	4

MAT 150 - Statistics for Life Sciences (3 cr)  
(Fulfills University Core Requirement)

MAT 180- Precalculus (prerequisite for Ecology) 3

**Interdisciplinary Environmental Issues Courses 11**

ENV 220 Conservation and Preservation 3

ENV 220L Conservation and Preservation Lab 2

ENV 210 Pollution and the Environment 3

ENV 200 Population and the Environment 3

**Environmental Studies Distribution Requirements 24**

A. At least one course chosen from each of the 4 Distribution Groups in the list of Environmental Studies Distribution Requirements, 12

B. 4 additional courses from any of the groups. 12

C. One of these courses must also appear on the list of Field Studies Courses.

**Internship 3-9**

ENV 295, 495A, or 495B

**Senior Capstone in Environmental Studies 3**

ENV 499 Adv Topics ENV Studies

Open Elective Courses (needed to reach 120 credits)

variable

**Minimum Required Total Credits 120**

**Environmental Studies Distribution Requirements List**

(FS indicates Field Studies Course)

**Group One: Conservation, Preservation, Restoration**

ENV 311/311L Design with Nature: Site Planning (FS)

ENV 312/312L Wetland Conservation and Ecology (FS)

ENV 313/313L Wetland Restoration: Science and Policy

ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine (FS)

ENV 315 Land Conservation Practicum

ENV 316 Land Conservation Practicum with Field Lab (FS)

ENV 317 Case Studies in Preserving Biodiversity and Protected Areas

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Two: Environmental Policy**

ENV 321 Environmental Policy in Comparative Perspective

ENV 322 Environmental Movements and Social Change

ENV 323 Environmental Advocacy

ENV 324 Environmental Economics/BU EC 390 Environmental Economics

ENV 325 Ecological Economics/ BU EC 395 Ecological Economics

ENV 326 Case Studies in Environmental Science and Policy

ENV 327 Environmental Impact Assessment: Policy and Methods

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Three: Arts, Humanities, and Values**

ENV 331 Women and the Environment

ENV 332 Nature Writers

ENV 333 The Nature Writers with Field Lab (FS)

ENV 334/334L Contemporary Nature Writing

ENV 336 Edward Abbey: Voice Crying in the Wilderness

ENV 337 Outdoor Environmental Education (FS)

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Four: Global Ecology and Social Justice**

ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge

ENV 342 Globalization, Locality, and the Environment

ENV 343 Environmental Racism and the Environmental Justice Movement

ENV 344 Environmental Ethics

ENV 398 Advanced Topics in Environmental Studies (3 credits)

ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Field Studies Courses**

ENV 311/311L Design with Nature: Site Planning

ENV 312/312L Wetland Conservation and Ecology

ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine

ENV 316/316L Land Conservation Practicum with Field Lab

ENV 333/333L The Nature Writers

ENV 337 Outdoor Environmental Education

*\*\* This group of courses should be taken during third and fourth years.*

**Minor in Environmental Studies**

A student with a major in another department may minor in Environmental Studies with the approval of the the Environmental Studies Department Chair. A minimum of eighteen hours of approved course credit in the following courses is required:

ENV 100/101 or ENV 104 - Introduction to Environmental Issues	3
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
And two courses chosen from the list of Environmental Studies Distribution Requirements.	6-8

### Department of Environmental Studies Faculty

Grumbling, Vernon Owen (Chair) Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British and American Literature; B.A., St. Vincent College-English.	Professor
Carter, Jacque (Provost/Vice President for Academic Affairs) Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.	Professor
Baumann-Feurt, Christine M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.	Coordinator, Center for Sustainable Communities
Lemons, John Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach- Zoology.	Professor
Morgan, Pamela Ph.D., University of New Hampshire-Natural Resource Conservation; M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.	Associate Professor
Peterson, Richard Ph.D., M.S., University of Wisconsin-Madison-Environmental Studies; B.A., Michigan State University-International Studies.	Associate Professor
Steen-Adams, Michelle Ph.D., University of Wisconsin, Madison-Forest Ecology and Management & Environmental Studies (joint degree program); M.S., University of Wisconsin, Madison-Environmental Studies; M.Ed., Leslie University-Middle School Education; B.A., Swarthmore College-Art History.	Assistant Professor
Simon, Cynthia M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.	Internship Coordinator

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## Health Services Management Bachelor Degree Completion Program

**Degree:** Bachelor of Science with a major in Health Services Management

**College:** Health Professions

**Department:** Nursing and Health Services Management

**Contact:** Karen Pardue (Chair), MS, BSN, BC [kpardue@une.edu](mailto:kpardue@une.edu)

[Mission Statement](#)

[Major Program Description](#)

[Admission Requirements](#)

[Transfer Credit and Advanced Standing](#)

[Curricular Requirements](#)

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### Mission Statement

The health service management faculty believe that the availability of multiple entry and exit points in professional education is critical for students to meet various career aspirations. The health 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.

### Major Program Description

This program is a two-year/four-semester Bachelor of Science-degree completion program which is offered on the Westbrook College Campus. The program focuses on preparing students for increasingly responsible leadership positions in a variety of health care settings. The program allows students to take full advantage of prior academic and professional work by using it as a foundation for further study in health services management.

A total of 120 credits are required for this degree completion program and a student may apply to transfer up to 60 credits of prior academic and professional work completed through an accredited two or four-year college or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc.).

### Health Services Field and Program Focus

Health Services Management is an exciting and challenging field. It involves the application of management skills to the delivery of a full range of health services. The curriculum is based upon a solid foundation of knowledge of the design and delivery of health services. Students are prepared for a wide variety of positions in health services settings, including general management or specialized careers in insurance, health maintenance organizations, hospitals, physician practices, long-term care and rehabilitation facilities, government policy offices, research organizations, and human resource departments. Health services continue to grow and employment opportunities in this field are many. Starting salaries usually exceed average baccalaureate graduates. The degree completion program in health services management is a rigorous, problem-solving focused curriculum designed to prepare health care professionals for ever-expanding leadership positions in the rapidly changing health services delivery environment. Upon completion students will:

- Possess an increased awareness of various health service delivery systems and the effect of economic, sociological, psychological and political factors on the design and delivery of services.
- Recognize the individual, social, and environmental determinants of health, disease, and disability, and their influence on health service delivery systems.
- Possess the management and administrative skills necessary to effectively and efficiently design, implement and manage health services in a variety of settings.
- Analyze ethical and legal issues related to the design and delivery of health services.
- Work effectively as a member of a interdisciplinary health care team.
- Analyze health policy, applying it to the design and management of health service and health delivery systems.
- Use data from a variety of sources, both primary and secondary, for health service management decision-making.
- Evaluate the availability of health service and delivery systems, using a variety of quality assurance and quality improvement tools and processes.
- Discuss the evolution of governance, financial structure and organization.
- Identify current issues in health service delivery as they effect health service organizations, policy, and professionals.
- Advocate for continuing professional development in management.

### Admission Requirements

1. Meet all the general admission requirements of UNE.
2. Completed associate degree with health-related focus (preferred); or completed associate degree in another field; or prior academic and professional work completed through an accredited two- or four-year college or through a

specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc); or three years employment experience in health care; or approval of department chair.

3. Minimum overall GPA of 2.00 in previous college level courses.

See [University Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

A maximum of 60 credits may be accepted as transfer credit from an accredited college where an associate degree or its equivalent was earned. Prior academic credit and professional work completed without an associate degree or its equivalent will be awarded on a course by course basis. In all cases, academic credits are transferable only if a grade of "C" or better was earned. Other options and restrictions apply. See [University Undergraduate Admissions](#) also.

### Curricular Requirements

The curriculum is designed as a degree completion program that reinforces the learning experience required of all University of New England students. These themes reinforce the University's core values of discovery, creativity, problem-solving, decision-making and critical thinking. The competencies are accomplished through a series of learning experiences that form a foundation of knowledge that provides students both theory and practice.

Students in the Baccalaureate Degree Completion Program participate in a field experience during their final semester of study, where they work closely with a manager in a health care setting to develop their managerial skills. This closely monitored experience is an integral part of the curriculum that provides opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills.

### Transfer Credit Maximum

60

[University Core Requirements](#) must be completed if you begin without the full 60 credits.

Consult with the department chair for selection of appropriate university core courses.

### Required Program Courses

HSM 300 - Intro to Management of Health Services Organization	3
HSM 301 - Leadership and Organizational Behavior	3
HSM 302 - Health Services Delivery Systems	3
HSM 303 - Health Care Economics	3
HSM 305 - Research Methods in Health Services	3
HSM 310- Health Care Finance and Accounting	3
HSM 370 - Law and Ethics of Health Care	3
HSM 401 - Health Care Policy and Planning	3
HSM 403 - Human Resources Management	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public, Private, and Community Health Care Organizations	3
HSM 495 - Field Practicum Health Services Management	6
HSM XXX- Elective	3
<b>Minimum Required Program Credits</b>	<b>42</b>
<b>Required General Education Courses</b>	
MAT 120 - Statistics	3
Advanced Humanities Electives (two courses)	6
General Electives (100 level or higher)	9
<b>Minimum Required General Education Courses</b>	<b>18</b>
<b>Minimum Required Total Credits</b>	<b>120</b>

### Program Standards

A student may be dismissed from the Health Services Management Program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in the UNE Catalog.
3. Failure to comply with the University Code of Conduct.
4. Failure to maintain a GPA of 2.0.

### Graduation Requirements

A total of 120 hours of credit with a 2.0 GPA or above is required for the bachelor of science degree. The credits are distributed as follows:

Transfer Credit and/or University Core Requirements	60 credits
General Education Courses	18 credits
HSM Program Courses	43 credits
<b>Minimum Total Required Credits</b>	<b>120 credits</b>

See *Academic Policy and Regulations* also.

### Minor in Health Services Management

Health services management is an exciting and challenging field and is rapidly growing and ever expanding career opportunities. For those students studying in other majors, in the health professions or in the liberal arts and sciences, a minor in health services management offers the opportunity to develop skills in leadership and management and to study their application to the health care environment. Students wishing to pursue a minor in health services management must have an

advisor in the program and approval from the program director. Each student works with the faculty advisor to design a minor consisting of six courses (18 credits) that must support the student's interests, using these guidelines:

<b>Required Courses</b>	<b>Credits</b>
HSM 300 - Intro to Management of Health Services Organization	3
HSM 301 - Leadership and Organizational Behavior	3
HSM 302 - Health Services Delivery Systems	3
<b>Flexible Required Courses (Choose three courses for 9 credits)</b>	
HSM 303 - Health Care Economics	3
HSM 310 - Health Care Finance and Accounting	3
HSM 370 - Law and Ethics of Health Care	3
HSM 401 - Health Care Policy and Planning	3
HSM 403 - Human Resources Management	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public, Private, and Community Health Care Organizations	3
<b>Minimum Total Required Credits</b>	<b>18</b>

### Faculty

Pardue, Karen, Director M.S., B.S.N., B.C., Russell Sage College.	Associate Professor
Aube, Marguerite C.A.S., University of Maine, Orono; M.S., Nursing, Boston University; M.S., Education, University of Southern Maine; B.S., Nursing, D'Youville College.	Clinical Assistant Professor
Briggs, Ann Marie M.S.N., Loyola University; B.S. Nursing, Xavier University.	Clinical Assistant Professor
Burke, Karen M.Sc. Management, Antioch University.	Instructor
Carter, Joseph M.S., M.Div., The Catholic University of America; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Coletti, Judy M.S.N., B.S.N., University of Utah.	Instructor
Davis, Bonnie Ph.D., Nursing, Rutgers State University of NJ; MS Community Nursing, Rutgers State University of NJ; BS, R.N. Nursing, Rutgers State University of NJ.	Clinical Assistant Professor
Drager, Paul J.D., University of Miami School of Law; B.B.A, University of Massachusetts.	Instructor
Dunbar, Dawne-Marie M.Ed., Nursing, University of Phoenix; A.D.N., University of New England.	Instructor
Dutta, Kaushik M.S., University of Arizona; B.A., University of Maine at Farmington.	Instructor
Elliott, J. Carol Ph.D., Boston College; M.S.N., University of Akron; R.N. Fitzgerald Mercy Hospital School of Nursing.	Clinical Assistant Professor
Ford, Charles Ph.D., SUNY at Buffalo-Organization and Administration; M.Ed., Pennsylvania State University-Communication; B.S., Pennsylvania State University-Mathematics and English; B.A., Taylor University-Natural Sciences.	Professor
Gorman, Enid M.S., University of Southern Maine; B.S.N., Texas Woman's University.	Clinical Assistant Professor
Haas, Barbara Ph.D., Union Institute; M.A., B.S.N., New York University.	Associate Professor
Hewitt, Michael N.D., Case Western University; B.A.Ed., City University of New York.	Clinical Assistant Professor
Kavanagh, James M.S.N., Simmons College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Knight, Brandi B.S.N., University of New England.	Instructor
Larrabee, Marka M.S.N., University of Massachusetts.	Instructor

Lemaire, Mary Lou M.S., Health Care Management, Hartford Graduate Center; B.S., Eastern Connecticut State University, A.D.N., Mohegan Community College.	Instructor
Lippmann, Amy M.S., Clark University; B.S. University of New England.	Clinical Assistant Professor
MacLeod, Carol M.S.N., Boston College; B.S.N., University of Southern Maine.	Clinical Assistant Professor
Morgan, Patricia M.S.N., University of New Hampshire; B.S.N., University of Rhode Island.	Clinical Assistant Professor
Morris, Cynthia MS, University of Southern Maine; B.S.N., University of Southern Maine; B.A., University of New Hampshire; A.A. Green Mountain College.	Clinical Associate Professor
Plodek, Jeanette M.S.N., College of New Rochelle; B.S.N., Florida Atlantic University; A.D.N., Palm Beach Community College.	Instructor
Rapier, Janet M.S.N., Simmons College/University of New England; B.S.N., University of New England; A.D.N., Shenandoah University.	Instructor
Sanders, Julia M.S.N., Spalding University; B.S.N., University of Louisville.	Clinical Assistant Professor
Sheehan, Judy J.D., University of Bridgeport School of Law; Ed.M. Nursing, Columbia University; B.S.N., Nazareth College.	Clinical Assistant Professor
Simpson, Nancy M.S., University of Southern Maine; B.S.N., University of Maine.	Clinical Assistant Professor
Spear, Nona M.S., Boston University; B.S.N., Saint Joseph College.	Clinical Assistant Professor
Star, Lorraine M.A., Rutgers University; B.A., Russell Sage College.	Instructor
Tausch, Judith Ed.D., Vanderbilt University; M.Ed., Rivier College; M.S.N., B.S.N., University of Massachusetts at Lowell.	Clinical Assistant Professor
Whiting, Tammy B.S.N., Westbrook College.	Instructor

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## History

**Degree:** Bachelor of Arts with a major in History

**College:** Arts & Sciences

**Department:** History

**Contact:** Dr. Elizabeth DeWolfe (Chair) [edewolfe@une.edu](mailto:edewolfe@une.edu)

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### Mission Statement

The objectives of the Department of History are to bring the study of the past to bear on the present; to demonstrate that knowledge and experience are dependent upon particular historical contexts; to expose students to a variety of cultures in historical context; to assist students to develop research and writing skills; to enrich students' appreciation and enjoyment of the richness of human endeavors; and to prepare students for a productive and rewarding professional life following the completion of their studies.

### Major Program Description

The major and minor in History offer students the opportunity to study the past in connection with the present. Students combine courses focused on specific geographic areas with elective course work from a variety of periods and areas of the world, preparing students for a range of career paths including education, graduate school, law, museum work and business. The history department works closely with the education department to prepare students for teaching history and social studies at the secondary school level.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

#### University Core Requirements

**Credits  
42-43**

#### Program Required Courses

#### **Two of the following Three Options:**

##### *Option I*

HIS 222 - US History: Contact through the Civil War

3

HIS 223 - US History: Reconstruction to Present or

3

##### *Option II*

HIS 230 - Continuity/Change from Ancient to Renaissance

3

HIS 231 - Continuity/Change in Modern Europe or

3

##### *Option III*

HIS 240 - Colonial Latin America

3

HIS 241 - Modern Latin America

3

**Program Required Option Sub-Total**

**12**

#### **Each of the Following:**

HIS 290 - History Hands On

3

HIS 450 - Senior Thesis

3

History Electives

15

**Program Minimum Required Total Credits**

**33**

Open Elective Courses (as needed to reach 120 credits)

variable

**Minimum Required Total Credits**

**120**

### History Course Selections 200-499

HIS 200 - Theodore Roosevelt, Woodrow Wilson and the Dawn of the American Century

3

HIS 202 - American Identity and History	3
HIS 204 - Growing Up Female: A History of Girls in America	3
HIS 210 - Race and Ethnicity in Latin America	3
HIS 212 - Cultures of Imperialism: Latin America and the United States	3
HIS 222 - United States History: Contact through the Civil War	3
HIS 223 - United States History: Reconstruction to the Present	3
HIS 230 - European History I: To The Renaissance	3
HIS 231 - European History II: Modern Period	3
HIS 240 - Colonial Latin America	3
HIS 241 - Modern Latin America	3
HIS 250 - American Women's History	3
HIS 251 - American Women's History II	3
HIS 290 - History Hands On	
HIS 314 - Contemporary History	3
HIS 315 - Topics in American Studies	3
HIS 320 - The European Enlightenment	3
HIS 322 - French Revolution and Napoleon	3
HIS 330 - Politics and Political Change in Modern Latin America	3
HIS 331 - Revolution and Social Protest in Mexico	3
HIS 332 - Cuba: History, Society & Culture	3
HIS 333 - Argentina: History, Society & Culture	3
HIS 337 - Topics in Women's History	3
HIS 338 - American Communal Experiments	3
HIS 339 - Best Sellers and the Big Bad City	
HIS 340 - The United States and the World	3
HIS 380 - Slavery and Race Relations in the United States and Brazil	3
HIS 400 - Topics in History	1-3
HIS 404 - Directed Readings in History	3
HIS 420/1 Internship	3
HIS 450 - Fourth-Year (Senior) Thesis	3

### Minor

A student with a major in another department may minor in History with the approval of the History Department Chair. Eighteen hours of approved course work is required.

### Additional Information/Secondary Education Certification

The department offers history majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of social studies. While providing a solid foundation in history, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

Education Courses	Credits
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 438 - Methods of Teaching Secondary Ed Social Studies	3
EDU 486 - Secondary Education Practicum	3
EDU 492 - Secondary Internship	15

See Education for more details.

### Department of History Faculty

DeWolfe, Elizabeth (Chair) Ph.D., Boston University - American and New England Studies; M.A., SUNY at Albany - Anthropology; A.B., Colgate University - Social Science.	Associate Professor
Burlin, Paul Ph.D., Rutgers University-American History; B.A., Heidelberg College - Philosophy.	Associate Professor and Interim Dean, College of Arts and Sciences
Sanders, Jeffrey Ph.D., University of New Mexico – History; M.A., Boston University – History; B.A., University of Washington – History; Comparative History of Ideas	Visiting Assistant Professor
DiPadova, Theodore Ph.D., City University of New York - European History; M.A., Brooklyn College of the City of New York - History; B.A., The College of Wooster - History and French.	Associate Professor
Yablon, Ariel	Assistant Professor

Ph.D., University of Illinois at Urbana - History; M.A., University of Illinois at Urbana - History;  
B.A., Universidad de Buenos Aires - History.

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## Mathematics

**Degree:** Bachelor of Science with a major in Mathematics

**College:** Arts and Sciences

**Department:** Mathematics

**Contact:** Dr. Susan Gray (Chair) [sgray@une.edu](mailto:sgray@une.edu)

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### Mission Statement

Mathematics is central to effective communication, critical thinking, and decision-making. Its study enhances a liberal arts education by exposing students to the methods and philosophies of quantitative analysis and the role mathematics plays in the modern world. The Department of Mathematical Sciences offers courses and opportunities supporting students and faculty to pursue quantitative inquiries.

### Major Program Description

The **bachelor of science major in mathematics** provides students with a strong theoretical grounding in the major branches of mathematics and exposure to a variety of applications in mathematics and other disciplines. Mathematics majors engage in research in an area of interest during their senior year and they receive model instruction preparing them for careers in mathematics, statistics and many other fields. Mathematics majors are also prepared for future advanced study in mathematics, statistics, and other graduate areas. The curriculum integrates computer and other technology-based approaches to demonstrate the modern practices of mathematics. The College of Arts and Sciences core curriculum adds a strong liberal arts foundation to the major.

Courses in mathematics provide students with stimulating ideas and tools essential to study in many academic disciplines. Students in all majors will find courses to develop their skills and increase their confidence in the use of mathematics and their appreciation of its value for solving problems, conducting and interpreting research, and thinking about social, economic, and other contemporary issues.

Additionally, the department supports University of New England faculty members in their efforts to research mathematics, to study the teaching and learning of mathematics, to collaborate with professionals, and to develop as teacher scholars.

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred mathematics courses must be reasonably close in scope and content to the mathematics courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All previously completed mathematics courses must be no older than five years prior to matriculation at UNE. Other options and restrictions apply. See [Undergraduate Admissions](#) also.

### Curricular Requirements

	<b>Credits</b>
<a href="#">University Core Requirements</a> (excluding mathematics)	<b>39</b>
<b>Program Required Courses</b>	
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
MAT 200 - Calculus III	4
MAT 215 - Applied Mathematics with Differential Equations	3
MAT 220 - Linear Algebra	3
MAT 230 - Foundations of Mathematics	3
MAT 240 - Geometry	3
MAT 310 - Abstract Algebra*	3
MAT 322 - Mathematical Probability and Statistics	3
MAT 400 - Real Analysis	3
MAT 410 - Complex Analysis	3
MAT 480 - Mathematics Research Seminar	3
<b>Program Minimum Required Total Credits</b>	<b>39</b>
<b>Science Elective Credits</b>	<b>6-8</b>
Open Elective Courses (needed to reach 120 credits)	variable
<b>Minimum Required Total Credits</b>	<b>120</b>
*Designated Critical Thinking course	

**Minor in Mathematics**

Students may earn a mathematics minor by completing a minimum of 6 mathematics courses numbered MAT 120 or above with grades of C or higher and a 2.75 cumulative grade point average in all courses applying to the minor. Only one of the courses MAT 120 or 150 can be applied to a mathematics minor. Students wishing to declare a mathematics minor must submit a course plan in writing for approval by the Department of Mathematical Sciences faculty. Prior consultation with a mathematics faculty member is encouraged.

**Additional Information**

Refer to [Mathematics Placement Procedures](#) for guidelines about mathematics placement.

**Department of Mathematics Faculty**

Gray, Susan (Chair) Ed.D., Boston University-Mathematics Education; M.A.T., University of Pittsburgh-Science Education; B.S. Pennsylvania State University-Medical Technology/Biology.	Associate Professor
Arciero, Michael Ph.D., University of Rhode Island, Mathematics; B.S., University of Rhode Island, Physics	Assistant Professor
Greenleaf, Scott Ph.D., SUNY Stony Brook – Mathematics; BS, Bates College – Mathematics.	Assistant Professor
Gutmann, Timothy Ph.D., University of New Hampshire - Mathematics Education; M.A., Pennsylvania State University – Mathematics; B.A., Bowdoin College - Mathematics and German.	Assistant Professor
Mittal, Amita M.S., University of Southern Maine - Statistics; M.S., University of Delhi, India - Mathematics; B.E., MDU, India - Education; B.S., University of Delhi, India - Mathematics	Instructor
St. Ours, Paulette M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A. St. Joseph's College-Mathematics.	Associate Dean, College of Arts and Sciences

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## Minor in Philosophy

**College:** Arts and Sciences

**Department:** Philosophy and Religious Studies

**Contact:** Dr. Linda Sartorelli (Chair) [lsartorelli@une.edu](mailto:lsartorelli@une.edu)

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### Mission Statement

Our mission is to expose students to the fundamental, important issues over which reasonable people disagree. We also seek to help students develop and increase their critical thinking and writing skills. The study of methodology in philosophy creates self reflective, independent thinkers who can contribute to society in both intellectual and practical ways.

### Program Description

Philosophy asks the big questions: Who am I? What is there? What can be known? How should I live? These lead to other questions about the relationship between the mind and the body, appearance and reality, truth and opinion, right and wrong, freedom and determinism, the individual and society, human beings and nature, and God and the world. To ask these questions is to examine our most basic beliefs about human existence and the world we live in. At the same time, philosophy does not provide pat answers, but claims with Socrates that the goal is to live "the examined life." For this reason, the study of philosophy cultivates the skills of clear thinking and effective argumentation.

Religious studies provides an historical and comparative understanding of the world's religious traditions. It examines spiritual beliefs, practices, and rituals in order to understand the importance of religious faith in providing a source of human value and meaning.

The Department of Philosophy and Religious Studies offers courses at the heart of UNE's core curriculum that satisfies the "Explorations" and "Advanced Humanities" requirements. Our courses complement and enhance all fields of study at the University. Courses at the 100/200 level fulfill the Explorations core requirement. A minor in Philosophy is an excellent choice that complements any major.

### Admission Requirements

All admitted, matriculated students may seek a minor in Philosophy. Students from all majors are invited to enroll in our courses and to seek a minor in Philosophy. Students seeking a program of study in Philosophy should choose a major in Liberal Studies with a concentration in Philosophy and/or Religious Studies.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

The minor in Philosophy requires the completion of six courses (minimum 18 credits) with the PHI or REL prefix.

### Philosophy (PHI) and Religious Studies (REL) courses

PHI 110 - Problems of Knowledge

PHI 120 - Living the Good Life

PHI 125 - Phil of Friendship, Love, Marriage, and Sex

PHI 150 - Critical Thinking

PHI 130 - Philosophy Through Science Fiction

PHI 160 - Science, Pseudo Science, and Weird Ideas

PHI 180 - Philosophy and the Movies

PHI 183H - Free Will and Determinism

PHI 200 - Science and Human Nature

PHI 220 - Individual and Society

PHI 240 - Mind, Body, and Death

PHI 250 - Thinking Critically About Moral Problems

PHI 304 - Social and Political Philosophy

PHI 307 - Problems in Metaphysics

PHI 315 - Bioethics

PHI 320 - Readings in History and Philosophy of Science

PHI 325 - Topics in Philosophy

PHI 330 - Environmental Philosophy

PHI 340- History of Philosophy: Descartes through Kant

REL 200 - World Religions

REL 250 - The Bible

REL 325 - Topics in Religion

[Department of Philosophy and Religious Studies Faculty](#)

Sartorelli, Linda M.(Chair)

Ph.D., M.A., Indiana University-History and Philosophy of Science; A.B., Barnard College, Columbia University-Mathematics.

Professor

Morrison, Ronald P.

Ph.D., M.A., Emory University; B.A., University of Maine-Philosophy.

Professor

Smith, David Livingstone

Ph.D., University of London (Kings College); M.A. Antioch University

Assistant Professor  
(UNE); Professor and  
Director, New England  
Institute

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## Political Science

**Degree:** Bachelor of Arts with a major in Political Science

**College:** Arts and Sciences

**Department:** Political Science

**Contact:** Dr. Ali Abdullatif Ahmida (Chair) [aahmida@une.edu](mailto:aahmida@une.edu)

[Mission Statement](#)

[Major Program Description](#)

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### Mission Statement

Our mission is to recruit professors whose research and teaching interests cross the traditional boundaries that divide many political science departments into separate groups. Our goal is to provide students with a holistic approach to political science that gives full attention to studies in American government, international relations, political theory, and comparative politics.

### Major Program Description

Political science is the study of government, individual and institutional behavior in the public sector, relations among nation-states, and theories of politics. Political science addresses the fundamental issues confronting modern society - globalization, war, inequity, poverty, the environment - and seeks to evaluate the processes, policies, and theories that have been devised to deal with them. The Political Science program provides basic courses in theory, methods and case studies within the four sub-fields of political theory, comparative politics, international relations and American politics. The political science major is an excellent choice in and of itself. It is also an excellent choice for students wishing to study political science or law at the graduate level.

### Pre-Law Emphasis

The pre-law emphasis allows students interested in studying law to receive special advising and to develop a liberal arts program of study appropriate as preparation for admission to law school and success in the legal profession. The study of law involves many aspects of social life and integrates many fields of study. Judges and lawyers are expected to handle different litigations, ranging from social to medical, environmental and other applications. Thus, law schools encourage students to have diverse undergraduate majors. UNE students who are majoring in any department can take advantage of the pre-law program.

Although the choice of major is open, law schools expect students to have acquired skills that enable them to think critically, reason logically, and speak and write effectively. The Pre-law Advising Committee will help students build their interdisciplinary program of study that includes not only humanities courses, but also courses in biology, environmental studies, psychology, and management.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

#### University Core Requirements

#### Program Required Courses

##### One of the three courses:

PSC 105 - Intro to Political Science: The Politics of Power or

PSC 202 - Politics as Social Science or

MAT 120 - Intro to Statistics

**Credits**  
**42-43**

3

##### Three of the four courses :

PSC 200 - Intro to Political Theory

PSC 201 - Intro to International Relations

PSC 204 - Intro to Comparative Politics

PSC 207 - American Political Theory

9

##### One course (300/400 level) in each field:

Political Theory

Comparative Politics

American Politics

International Relations

Political Science Electives

Senior Seminar

Integrative Essay

##### Minimum Program Required Credits

Open Elective Courses (needed to reach 120 credits)

##### Minimum Required Total Credits

3

3

3

3

9

3

3

**39**

variable

**120**

**Minor**

A student with a major in another department may minor in Political Science with the approval of the Political Science Department Chair. Eighteen hours of approved course work is required.

**Department of Political Science Faculty**

Ahmida, Ali Abdullatif (Chair)  
Ph.D., M.A., University of Washington - Political Science

Professor

Duff, Brian  
Ph.D., University of California at Berkeley - Political Science; M.A. University of Berkeley - Political Science

Assistant Professor

Mueller, Julie  
Ph.D., M.A., University of Delaware - Political Science

Assistant Professor

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## Psychobiology

**Degree:** Bachelor of Science with a major in Psychobiology

**College:** Arts and Sciences

**Departments:** Biological Sciences and Psychology

**Contact:** Dr. Maryann Corsello (Chair Psychology) [mcorsello@une.edu](mailto:mcorsello@une.edu)

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[Department Website: Biological Sciences](#)

[Department Website: Psychology](#)

### Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

Psychology is the scientific study of behavior and mental processes. Psychologists seek to understand why people (and animals) act in certain ways, how they think, how they develop, and how they can lead healthier lives. Psychology also investigates animal behavior, as relevant to aspects of human development, such as learning and memory.

The mission of psychobiology, as an interdisciplinary science, is to seek answers to profound questions as they relate to both psychology and biology. Recent studies in neuroscience have suggested that biochemical conditions in the brain exclusively determine how reality is perceived, and thus are the primary (if not the only) cause of all actions. Issues such as these affect us all in profound ways.

The biology and psychology faculty at the University of New England believe that the best learning takes place by doing. We also believe that strong student-faculty relationships are critical in helping students discover their talents, develop their skills, reach their goals and find their niche in the world.

### Major Program Description

This interdisciplinary major in Psychobiology is offered jointly by the Department of Biological Sciences and by the Department of Psychology. This major is designed for students who wish to work in the field of animal behavior and whose career goals might include work in zoos and animal parks (marine and terrestrial). The major offers a choice of focus of comparative/ethology or behavioral neuroscience. Students who choose to go into graduate programs in this field should be prepared to do so after maintaining an appropriate GPA.

**Comparative/Ethology (C/E)** - this major is designed to be an observational/behavioral concept. Students will learn to collect data as to the actions of organisms, and to evaluate this data from a behavioral/ecological/ethological/evolutionary perspective. A comparative/ethology psychobiology major can lead to employment in aquariums or zoos, education, wildlife conservation, research laboratories, or to further graduate training.

-or-

**Behavioral Neuroscience (BN)** - this major is designed as a physiological/behavioral concept. Students will learn to collect data as to the actions of organisms and to evaluate this data as to the correlates between behavior and physiological mechanisms. A behavioral neuroscience psychobiology major can lead to employment in pharmaceutical labs, biotechnology, zoos, aquariums, industry, education, medical or veterinary training, or to further graduate training.

### Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology and psychology courses must be reasonably close in scope and content to the biology and psychology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. **All Biology courses previously completed must be no older than five years (eight years for BIO 100 level courses).** Other restrictions apply. See [Undergraduate Admissions](#) also.

### Curricular Requirements

The basic core requirements will be centered on the following for both the C/E and BN specialties with only the chemistry requirement differing. The divergence will occur in differences in further core requirements and choice of electives.

	Credits
<a href="#">University Core Requirements</a>	42-43
<a href="#">Program Required Courses</a>	33-43

PSY 105 - Introduction to Psychology	3
BIO 100 - Biology I	4
BIO 101 - Biology II	4
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
BIO 322 - Comp. Animal Physiology <b>or</b>	4
BIO 245 - GenPrinAnat/Phys/Pathophys	4
PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b>	4/3
PSY 335 - Comparative Animal Behavior	
PSY 425 - Advanced Psychobiology: Methods and Techniques	3
PSY 495 - Psychobiology Internship/Research <b>or</b>	3-12
BIO 495 - Advanced Biological Internship	

### Program Requirements in Focus Area (choose C/E or BN)

#### Psychobiology Focus Areas

<b>Comparative/Ethology (C/E)</b>	<b>19-26</b>
BIO xxx - Organismal Topic*	3-4
CHE 130 - Principles of Chemistry	4
PSY 362 - Animal Cognition	3
PSY 380 - Learning and Memory	3
PBO electives (see below)	6-12

\*Organismal Topics Include: BIO 250 Marine Biology; BIO 252 Natural History of Marine Mammals; BIO 319 Ornithology; BIO 330 Comparative Vertebrate Anatomy; BIO 331 Biology of Fishes, BIO 355 Biology of Marine Mammals; PSY 406 Spec Topics Psychobiology. See Biology: General Information for details.

#### Behavioral Neuroscience (BN)

CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry	5
CHE 310 - Fundamentals of Biochemistry	4
PSY 490 - Behavioral Neuroscience	3
Psychobiology electives (see below)	3-4
<b>Minimum Required Total Credits</b>	<b>120</b>

#### Curricular Elective Detail

The choice of a specialty, within the psychobiology major, of either (a) comparative/ethology or (b) behavioral neuroscience is governed by the core requirements and by the choice of psychobiology electives. Three electives are required for the comparative/ethology focus if the internship is 3-4 credits. If the internship is 5-8 credits, then only 2 electives are required. For behavioral neuroscience, the requirement is 1 elective. Any courses listed that are part of the core requirements for one focus are then electives for the other focus. Further organismal topics may also be used as electives. Other courses may be applied as electives with the approval of the psychobiology program advisor.

#### Electives within Psychobiology

BIO 200 - Genetics	5
BIO 295 - Biological Internship	3-4
BIO 345- General Prin Anat/Phys/Pathophys	5
PSY 440 - Sensation and Perception	3
PHY 110/PHY 111 - Physics	4-8
ANT 101 - Anthropology	3
PSY 406 - Spec Topics in Psychobiology	3
BIO 333 - Evolution	3
PSY 245 - Evolutionary Psychology	3
PSY 275 - Introductory Psychobiology: Methods and Techniques	3
PSY 205- Abnormal Psychology	3
PSY 235- Health Psychology	3
PSY 330- Psychology of Stress	3
*Other selected courses approved by department	

#### Program Standards

A minimum grade of "C-" must be achieved in all Science and Psychology courses used to fulfill the requirements for the Psychobiology major. See [Undergraduate Academic Policy](#) also.

#### Minor in Psychobiology

A student with a major in another area may minor in Psychobiology with the permission of the Psychobiology advisor. A minimum of eighteen hours of approved course credit is required for the minor in Psychobiology as follows:

<b>Minimum Credits</b>	<b>18</b>
PSY 105 - Introduction to Psychology	3

PSY 365 - Biological Bases of Behavior	3
BIO 335 - Animal Behavior/Behavioral Ecology <b>or</b> PSY 335 - Comparative Animal Behavior	4 3
BIO xxx - One Organismal Topic (see above)	3-4
Psychobiology Elective (see above)	3-4
PSY 380 - Learning and Memory	3

### Department of Biological Sciences Faculty

See [Biological Sciences Homepage](#)

### Department of Psychology Faculty

See [Psychology Homepage](#)

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## Psychology

**Degree:** Bachelor of Arts with a major in Psychology

**College:** Arts and Sciences

**Department:** Psychology

**Contact:** Dr. Maryann Corsello (Chair) [mcorsello@une.edu](mailto:mcorsello@une.edu)

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[Major Program Description](#)

[Admission Requirements](#)

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### Mission Statement

The Department of Psychology offers students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Psychology offers three majors: psychology, psychobiology, and psychology and social relations.

### Major Program Description

The psychology major blends interdisciplinary work with intensive training in psychology to prepare the student for a wide range of professional and academic experiences beyond college. The major draws on the extensive experience of our faculty in the areas of human development and clinical psychology. In addition, the student will be exposed to areas such as social psychology, learning and cognition, and personality theory.

Another theme of the program is research and statistics. Faculty provide a supportive environment in which students learn the thinking skills important to reading and conducting research. Students support each other as well, working in groups on research projects that often are useful to the UNE community. For example, students have engaged in a survey and study of student satisfaction with services on campus and have examined the faculty's awareness of and involvement in learning disabilities of college students.

The core of this major also includes the internship or field experience courses. The internship is a critical part of our students' learning. It is typically started in the third year and must be taken for an equivalent of two courses or six credits. These are divided into an introductory and advanced internship. These experiences provide the student the opportunity to learn experientially and to explore different career directions or different situations within a career area. The internships are also a critical way in which students are exposed to clinical experiences and supervision. Overall, the internship is an important educational experience and it often leads to the first job after graduation for our students. Students more interested in the scientific analysis of behavior may choose to take an advanced research course. This may include a psychology lab course, senior thesis, or research internship.

### Admission Requirements

Interested students should apply for admission to the psychology major. Upon acceptance to the university, students are provisionally admitted to this major. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. Students will then be fully admitted upon meeting the conditions indicated in the **Program Standards** section below. See [Undergraduate Admissions](#) also.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#).

### Curricular Requirements

#### University Core Requirements

#### Program Required Courses

PSY 105 - Introduction to Psychology	3
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
PSY 300 - Psychology Internship I	3
PSY 400 - Psychology Internship II or Advanced Research course	3
PSY 405 - Special Topics Seminar	3
<b>5 of the 6 PSY content courses listed below:</b>	15
PSY 205 - Abnormal Psychology	
PSY 255 - Social Psychology	
PSY 350 - Theories of Personality	

**Credits**  
**42-43**

PSY 365 - Biological Bases of Behavior  
 PSY 380 - Learning and Memory  
 PSY 381 - Cognitive Psychology

**3 open PSY electives (200 level or higher)**

9

**Program Minimum Required Total Credits**

42

Open Elective Courses (needed to reach 120 credits)

variable

**Minimum Required Total Credits**

120

**Program Standards**

A grade point average of 2.75 in major courses is necessary to be fully admitted as psychology majors. A minimum grade of C- must be achieved in all psychology courses used toward graduation. Students must also complete the University Core mathematics requirement by the end of the first year. The department strongly recommends that students take PSY 225 and PSY 285 in their sophomore year. The department requires that PSY 225 and PSY 285 be completed by the end of the junior year.

**Minor in Psychology**

A student with a major in another department may minor in Psychology with the approval of the Psychology Department Chair. Eighteen hours of approved course work is required and must include: PSY 105, SOC 150 (Intro. to Sociology), and an additional four PSY courses at the 200 level or above, not including PSY 220, 270, 225, 285 or 300.

**Department of Psychology Faculty**

Corsello, Maryann (Chair) Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science.	Associate Professor
Dziewieczynski, Teresa Ph.D., Indiana University - Ecology and Evolutionary Biology with Area Certificate in Animal Behavior; B.S., Long Island University-Southampton College - Biology	Assistant Professor
Garvey, Kilian James Ph.D., M.A., University of Toledo - Cognitive Neuropsychology; B.A., Virginia Commonwealth University - Philosophy.	Assistant Professor
Glasier, Marylou M. Ph.D., Rutgers University-Behavioral Neuroscience; M.S. University of Massachusetts-Biochemistry; B.S. Georgian Court College-Biochemistry.	Assistant Professor
Morrison, Linda L. Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical Psychology.	Associate Professor
Rankin, Nancy M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication.	Internship Instructor
Stevenson, Glenn W. Ph.D., American University – Behavioral Neuroscience; Postdoctoral Fellowship: McLean Hospital-Harvard Medical School; M.A. American University – Psychology; B.A. Muhlenberg College – Psychology	Assistant Professor
Wieselquist, Jennifer Ph.D., M.A., University of North Carolina Chapel Hill-Social Psychology; B.S., College of William and Mary-Psychology.	Assistant Professor

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## Psychology and Social Relations

**Degree:** Bachelor of Arts with a major in Psychology and Social Relations

**College:** Art and Sciences

**Department:** Interdisciplinary (Psychology and Sociology)

**Contact:** Dr. Maryann Corsello [mcorsello@une.edu](mailto:mcorsello@une.edu) or Dr. Samuel McReynolds [smcreynolds@une.edu](mailto:smcreynolds@une.edu) (Coordinators of Psychology and Social Relations)

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### Mission Statement

The mission of the Department of Psychology is to offer students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Psychology jointly offers this interdisciplinary major.

The mission of the Department of Sociology is to offer a broad-based liberal arts education with an emphasis on cultural, global, and political dynamics. The department provides a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture as well as hands on learning are emphasized throughout the curriculum. Our goal is to graduate students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Sociology jointly offers this interdisciplinary major.

### Major Program Description

The bachelor of arts in psychology and social relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields such as Business Administration and Law.

All students in the PSR major must complete the University Core Requirements (see below). Majors must also complete a core of courses in psychology and sociology. These are designed to develop basic research and thinking skills as well as to expose students to critical areas within the disciplines.

All students must complete two internship experiences for a total of six credits. Three credits of internship are taken within the major core and three credits of internship are taken within the student's selected area of specialization. Internships are ordinarily taken in the third and fourth years. The first internship helps the student to learn experientially. It also gives them a chance to explore areas of professional, personal or academic interest in an applied setting. The second internship is completed in a setting related to the student's career or graduate study plans.

In addition to the University and major core curricula, PSR students must complete an additional three psychology courses and three sociology courses at the 200 level or above. The courses are selected in conjunction with the students advisors to determine the best sequence to reach specific academic and professional proficiencies. Each student will have an advisor in Psychology as well as Sociology.

### Admission Requirements

All students just beginning at UNE should apply for initial admission to the psychology and social relations major. Upon acceptance to the university, students are provisionally admitted to this major. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. Students will then be fully admitted upon meeting the conditions indicated in the **Program Standards** section below or they will have the option of selecting another major if sufficient academic progress is being made. See Undergraduate Admissions also.

### Transfer Credit and Advanced Standing

See Undergraduate Admissions.

### Curricular Requirements

[University Core Requirements](#)

**Credits**  
42-43

**Program Required Courses**

ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 225 - Psychology Statistics or SOC 225 - Statistics for Social and Behavioral Science	3
PSY 255 - Social Psychology	3
PSY/SOC 285 - Research Methods	3
PSY/SOC 300 - Internship	3
PSY 355 - History and Systems	3
PSY/SOC 400 - Internship	3
SOC 150 - Introduction to Sociology	3
SOC 270 - Classical Sociological Theory or SOC 280 - Contemporary Sociological Theory	3
SOC 350 - Deviance	3
SOC 370 Applied Field Methods in Sociology	3
<b>Program Electives</b>	9
One PSY course at the 200 level or above	
One SOC: Social Global Studies Course	
One SOC: Social Cultural Studies Course	
<b>Program Minimum Required Credits</b>	<b>48</b>
<b>Open Elective Courses (needed to reach 120 credits)</b>	variable
<b>Minimum Required Total Credits</b>	<b>120</b>

**Program Standards**

A grade point average of 2.75 in major courses is necessary in order to be fully admitted as psychology and social relations majors. PSR majors must complete Statistics (MAT 120) before the beginning of the second year. PSY 225 or SOC 225 must be completed before the end of the second year. See academic policy also.

**Minor in Psychology and Social Relations**

A student with a major in another department may minor in Psychology and Social Relations with the approval of the Coordinators. Eighteen hours of approved course is required and must include: PSY 105, SOC 150, two additional PSY courses, not including PSY 220, 270, 225, 285 or 300, and two additional SOC courses at the 200 level or higher, not including SOC 225, 285 or 300.

**Psychology and Social Relations Faculty**

Corsello, Maryann (Coordinator) Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University- Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science.	Associate Professor
McReynolds, Samuel A. (Coordinator) Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont-History; B.A., University of Virginia-Government and History.	Professor
Dziewieczynski, Teresa Ph.D., Indiana University - Ecology and Evolutionary Biology with Area Certificate in Animal Behavior; B.S., Long Island University-Southampton College - Biology	Assistant Professor
Garvey, Kilian James Ph.D., M.A., University of Toledo - Cognitive Neuropsychology; B.A., Virginia Commonwealth University - Philosophy.	Assistant Professor
Glasier, Marylou M. Ph.D., Rutgers University-Behavioral Neuroscience; M.S. University of Massachusetts- Biochemistry; B.S. Georgian Court College-Biochemistry.	Assistant Professor
Morrison, Linda L. Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical Psychology.	Associate Professor
Rankin, Nancy M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication.	Internship Instructor
Stevenson, Glenn W. Ph.D., American University – Behavioral Neuroscience; Postdoctoral Fellowship: McLean Hospital-Harvard Medical School; M.A. American University – Psychology; B.A. Muhlenberg College - Psychology	Assistant Professor
Wieselquist, Jennifer Ph.D., M.A., University of North Carolina Chapel Hill-Social Psychology; B.S., College of William and Mary-Psychology.	Assistant Professor
Campbell, Alex Ph.D., M.Phil., University of Cambridge-Criminology; B.A., York St. John-Cultural Studies.	Assistant Professor
See, Joel Ph.D., M.A., Florida State University-Sociology; B.A., St. John's University- Sociology/Psychology.	Professor

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## Sociology

**Degree:** Bachelor of Arts with a major in Sociology

**College:** Arts and Sciences

**Department:** Sociology

**Contact:** Dr. Samuel A. McReynolds (Chair) [smcrynolds@une.edu](mailto:smcrynolds@une.edu)

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### Mission Statement

The mission of the Department of Sociology is to offer a broad-based liberal arts education with an emphasis on cultural, global, and political dynamics. The department provides a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture as well as hands on learning are emphasized throughout the curriculum. Our goal is to graduate students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas.

### Major Program Description

The major in sociology will provide the student with a broad-base exposure to theories and methods, as well as a wide range of current social issues. The student will also receive extensive interdisciplinary work in the fields of anthropology and psychology. These strong academic foundations will prepare the student for a wide range of academic and professional opportunities. Students from this major may choose to continue their education in fields including, sociology, social work, law, economics, and environmental studies. Or, they may go directly to work in areas dealing with social deviance and other areas of social service.

In addition to the traditional approaches to sociology, there are two unique elements to this program. First, students will complete an internship. This will help students explore experiential learning, applications of sociology to the real world, and undertake career explorations. Second, students will participate in a semester-long applied sociology experience. With this experience a student can choose to study abroad, study with the Salt documentary field studies program in Maine, work in a social service agency, or complete an intensive research project.

Overall, this program will provide students with a strong foundation for understanding today's social issues and problems. The student will also have a wide range of skills and experiences that will enhance their future educational and career opportunities as well as enable them to be a more active and aware citizen.

### Transfer Standing and Advanced Standing

See Undergraduate Admissions.

### Curricular Requirements

#### University Core Requirements

##### Sociology Core

SOC 150 - Introduction to Sociology	3
SOC 225 - Statistics for Social and Behavioral Science	3
SOC 270 - Classical Social Theory	3
SOC 280 - Contemporary Social Theory	3
SOC 285 - Research Methods	3
SOC 300 - Internship	3
SOC 370 - Applied Field Methods in Sociology	3

##### Sociology Electives

Elective 1 - Social Global Studies Course	3
Elective 2 - Social Cultural Studies Course	3
Elective 3 - 300 or 400 level elective	3

##### Applied Sociological Experience (see study abroad and department homepage)

Option 1 - Study Abroad (Choose One)	9-16
A. Mexico	
B. Central America	
C. Namibia/South Africa	
	or
Option 2 - Salt Institute (Includes all the following) Additional information is below.	16
A. Approaches to Fieldwork: Social Sciences, Documentary and the Research Process	
B. Independent Field Research.	
C. Field Techniques	
D. Advanced Documentary Skills Courses	

Option 3 - Internship	or 9-16
Option 4 - Capstone Thesis	or 9-16
<b>Total Credits in Major</b>	<b>39-46</b>
<b>Open Elective Courses (needed to reach 120 credits)</b>	
<b>Minimum Total Required Credits</b>	<b>120</b>
<b>Undergraduate Experience at Salt</b>	

The Undergraduate Program at Salt can be thought of as a domestic "study abroad" program. Like semester programs in other countries, the Salt semester serves to complement an undergraduate's campus-based education. It does so by providing the opportunity to spend a semester of study actively engaged in field research and the opportunity to focus for that semester on one of three mediums of documentary expression: nonfiction writing, documentary photography, or documentary radio. The undergraduate program operates within the framework of Salt's graduate program, at a level that allows advanced, qualified undergraduate level students the chance to participate successfully.

Most undergraduates enroll in their junior or senior year at college. They request a range of majors - English, photography, art, sociology, anthropology, history, journalism. Students are able to build significantly upon and extend their campus studies with single-minded focus, undistracted by courses they might otherwise be required to take. For anthropology and sociology majors, the Salt semester represents the chance to test and challenge their classroom studies with extended fieldwork. For English, photography, and art majors, the Salt semester serves to provide an extended practice of heightening one's craft pushed by the twin demands and publication. For journalism majors, the Salt semester offers an expansion of standard journalism models, allowing students to employ literary and social sciences techniques in an extended study. For other majors, the Salt semester is an opportunity to explore the practical world of oral history and documentary studies.

Sixteen undergraduate credits are earned in the Salt semester. They are awarded directly by the University of New England. Three interdisciplinary courses are taken simultaneously. All are aimed at taking students successfully through the steps of collecting field materials and shaping them as documentary work.

1. **Approaches and Issues in Documentary Studies** - This course introduces students to the central techniques and issues of documentary fieldwork. Students will acquire these skills and the associated critical perspective through attending lectures, critically reading a selection of sociology articles and books, viewing films, participating in class discussions, engaging in field exercises, and writing a mid-stream paper. Students explore the intellectual and moral challenges posed by the research relationship as they learn the basic techniques of collecting and interpreting information; focused participant observation; in-depth interviewing, and assessment of the meanings of local environment (material and natural cultures). The course will also explore ways through which documentaries can strengthen their research skill conceptually; these involve developing bibliographic search and evaluation skills, and utilizing comparison as a technique for enriching the case study method.
2. **Independent Field Research** - In consultation with faculty, students develop their own research topic early in the semester based upon their interests and the viability of pursuing this topic in the context of Maine social life. Students are expected to enter the field as research teams and research their topics through the methodologies of oral history, participant observation, documentary photography, and documentary radio. Students are expected to uphold the highest standards of ethical behavior with their subjects in the field and develop a solid, collaborative working relationship with their research partner throughout all phases of the project. Students present the status of their field research on a weekly basis and discuss their goals and challenges with fellow students and faculty. The Field Research course is fundamentally integrated with the Advanced Documentary Skills course which culminates with final projects that are specific to each of the three tracks of writing, photography, and radio.
3. **Field Techniques** - Students learn the practical technical skills they need to be effective in collecting field materials. Critical analysis of field technique, the collection of radio quality sound, cross-disciplinary analysis of successful interviewing techniques and archival processes are stressed.
4. **Advanced Documentary Skills** - Students enroll in one of the following three tracks in Advanced Documentary Skills:
  - a. **Documentary Radio Telling Stories with Sound** - Through a variety of hands on applications, students involved with the radio course at Salt learn an assortment of radio production skills: field recording, interviewing technique, writing for radio, digital audio production, and more. During the semester, students listen to many professional productions to develop critical listening skills. Students produce a vox pop (man on the street) and three features, two of which are thematically related. Graduates of the radio program leave Salt with a CD portfolio of their work and a comprehensive understanding of how to tell stories with sound.
  - b. **Advanced Non-Fiction Writing and Editing** - Using Maine subjects, students practice a genre called the "literature of fact" by one of its masters, John McPhee. Combining techniques of field collection and literary interpretation of real subjects, writers create stories about the everyday fabric of life and events through careful observation and listening. Structure, voice, organization, depth of material, redrafting and editing skills are highly emphasized. Students are expected to produce a finished article of publishable quality involving Maine people and places based on their independent field research. This article is submitted to the Salt Magazine and the Salt website for review. A select few will be published. All students must also glean their article for an excerpt that will accompany photographs in a student exhibit in the Salt Gallery.
  - c. **Advanced Documentary Photography** - Students who have mastered basic photographic and darkroom skills are challenged to move towards meaningful documentary, in-depth coverage of their subject matter. They work to acquire both techniques and a sensibility to subjects in their environment. Each student is expected to complete two major photographic narratives. At least one of these projects is completed in partnership with a writer and/or a radio documentation; the second narrative is either completed independently or in another partnership upon the level of the photographer. These photo-essays are primarily visual bodies of work with captions or other



## Minor in Women's Studies

**College:** Arts and Sciences

**Department:** Interdisciplinary

**Contact:** Dr. Elizabeth DeWolfe (Co-Director, University Campus)  
[edewolfe@une.edu](mailto:edewolfe@une.edu)

Dr. Jennifer Tuttle (Co-Director, Westbrook College Campus) [jtuttle@une.edu](mailto:jtuttle@une.edu)

[Mission Statement](#)

[Program Description](#)

[Admission Requirements](#)

[Curricular Requirements](#)

[Faculty](#)

[Department Website](#)

### Mission Statement

Through exploring the social construction of gender in a variety of cultural contexts, women's studies aims to improve understanding of the situations of both women and men. Its goals include not only recognizing women of all backgrounds as whole and productive human beings, but also, through this, providing a more accurate and equitable account of human experience.

### Program Description

The minor in women's studies introduces students to the theories, methods, and issues of the field of women's studies. Complementing and building upon the traditional humanities and social science offerings of the UNE College of Arts and Sciences, the women's studies minor provides an interdisciplinary perspective to students' education by combining the scholarly traditions of many fields of knowledge in new and productive ways.

### Admission Requirements

All admitted, matriculated UNE students can declare a minor in women's studies with the permission of the program co-directors. All students are invited to enroll in women's studies courses.

### Transfer Credit and Advanced Standing

See [Undergraduate Admissions](#)

### Curricular Requirements

Eighteen credits as indicated below will satisfy the minor in women's studies.

#### Program Required Courses

WST 200 - Introduction to Women's Studies

WST 400 - Capstone in Women's Studies

**Elective Credits** (complete at least four of the courses below)

**Minimum Required Total Credits**

**Credits**

3

3

12

18

HIS 204 - Growing up Female: A History of American Girls

HIS 250 - American Women's History I 1600-1865

HIS 251 - American Women's History II 1865-present

HIS 336 - Women & the American Experience

HIS 337 - Topics in Women's History

ENG 310 - Writing and Women's Health

ENG 327 - Women Writers of the World

ENG 435 - Women of the West

ENV 331- Women and the Environment

PSC 312 - The Family and Politics

PSC 450 - Contemporary Feminist Theories

PSY 215 - Psychology of Gender

SOC 240 - Race, Class, and Gender: Sociological Perspectives

WST 300 - Topics in Women's Studies

Elective credit may, in some cases, be available through Internships, topics courses, or directed studies when approved by the Advisory Committee for Women's Studies. This elective credit must have content that is women-focused.

### Women's Studies Faculty

DeWolfe, Elizabeth (Women's Studies Co-Director)

Ph.D., Boston University-American and New England Studies; M.A., State University of New York-Albany-Anthropology; A.B., Colgate University-Social Science.

Associate Professor

Tuttle, Jennifer (Women's Studies Co-Director)

Ph.D., University of California, San Diego—Literature; M.A., University of California, San Diego—English and American Literature; B.A., University of California, Irvine—English.

Assistant Professor

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## Graduate Admissions

Refer to the program descriptions within the graduate programs section of this catalog for further information.

### International Student Admissions

The University welcomes applications from qualified international students to the undergraduate and graduate programs. We encourage diversity and global awareness on campus. International applicants need to do the following:

1. Students must send all academic transcripts with a translation and equivalency evaluation. It is preferred that applicants use:

World Education Services, Inc.  
P.O. Box 745  
Old Chelsea Station  
New York, NY 10113-0745  
Email: [info@wes.org](mailto:info@wes.org)  
Tel: 212-966-6311; FAX: 212-966-6395

2. Students need to submit an application to the University including an application fee of \$40 (US currency), and a financial statement. Students applying whose native language is not English must submit recent scores from the Test of English as a Foreign Language (TOEFL). Scores on the TOEFL of 550 (paper), 213 (computer) or better will be considered.

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## Graduate Financial Aid

The Financial Aid Office is committed to assisting students in finding the financial means necessary to achieve their educational goals.

The following sections provide a brief overview of the programs and procedures. Students looking for more complete information should visit the [Financial Aid Web Site](#).

### Types of Financial Aid: Grant/Scholarship Programs

**University** - and federally-funded programs with varying amounts depending upon a student's eligibility. Some specific programs are noted below:

**Agnes M. Lindsay Trust Northern New England Physician Assistant Sponsorship Program** - This is a donor-sponsored competitive scholarship designed to encourage physician assistant students to practice primary health care in rural areas of northern New England. Applicants must come from rural communities (defined as 20,000 people or less) in Maine, New Hampshire, or Vermont, have a strong commitment to primary care practice, and have intentions to return to a rural community in one of those states. Applications are sent to all first-year physician assistant students during the fall semester. Recipients are chosen in late fall and awards are made in the spring term. The maximum award per student is \$3,000 per academic year.

**Agnes M. Lindsay Trust P.A. Scholarship** - MSPA students from rural Maine, New Hampshire, Vermont, and Massachusetts (population of 5,000 or less) may apply for this scholarship. Applications are sent to all MSPA students late in the fall semester. Awards will be made in the spring term. Award amounts vary depending on availability of funds.

**Professional Nurse Traineeship Grants** - These federal grants are awarded to all first-year nurse anesthesia students, regardless of financial need.

**Nurse Anesthesia Traineeship Grants** - These federal grants are awarded to second-year nurse anesthesia students with the University of New England clinical affiliation, regardless of financial need.

**Master of Social Work Scholarships** - These scholarships are awarded to new and returning students in the Master of Social Work Program. The School of Social Work determines award selection criteria and award amounts. Interested students should contact the School of Social Work for more information.

#### Federal Student Loan Programs

Student loan programs are in the form of long-term, low-interest loans that require a student to begin repayment no earlier than six months after they leave school, or drop below half-time enrollment (unless otherwise noted). Depending upon the total amount borrowed, students may have up to 10 years to repay the loan. Loans are available to eligible students enrolled at least half-time through Federal Subsidized Stafford Loan, and the Federal Unsubsidized Stafford Loan.

#### Alternative Loan Programs

Privately-funded alternative loan programs are available to graduate students who have a satisfactory credit history. Alternative loans should be used only after all other types of financial assistance have been explored, as they generally are more expensive than other types of student loans. The Financial Aid Office maintains a listing of recommended alternative loan programs; this list is mailed to students with their Financial Aid Award Letter.

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## Financial Information for Graduate Programs

[Graduate Tuition and Fee Rates](#)

[Course Withdrawal Tuition Refund Policy](#)

[Explanation of Fees](#)

[University Withdrawal](#)

[Payment Options](#)

[Refunds for Leave of Absence](#)

[Late Payment Charge](#)

[Important Notes](#)

### Graduate Tuition and Fee Rates

#### Certificate of Advanced Graduate Study in Educational Leadership

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>one-time, non-refundable for matriculated students</i> )	\$85
Tuition ( <i>per credit hour</i> )	\$460
Registration Fee ( <i>nonmatriculated students per semester</i> )	\$25

#### Graduate Certificate, Addictions Counseling or Gerontology

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>one-time, non-refundable for matriculated students</i> )	\$180
Tuition ( <i>per credit hour*</i> )	\$575
Registration Fee ( <i>nonmatriculated students per semester</i> )	\$25

#### Master of Science in Education - Distance Learning (General Studies or Literacy Concentration)

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>one-time, non-refundable</i> )	\$85
Tuition ( <i>per credit hour</i> ) <i>*amended Sept. 1, 2006</i>	\$295
Materials Fee ( <i>per course</i> )	\$80
Technology Fee ( <i>per semester</i> )	\$60
Shipping Fee ( <i>for locations outside of the U.S.</i> )	\$30

#### Master of Science in Education - Teaching Methodologies

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>one-time, non-refundable</i> )	\$85
Tuition ( <i>per credit hour</i> )	\$455

#### Nurse Anesthesia (Master of Science)

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>annual</i> )	\$405
Tuition ( <i>per credit hour*</i> )	\$700
Malpractice Insurance Fee ( <i>annual</i> )	\$700
Junior AANA Membership	\$20
Qualifying Examination Fee	\$625

#### Occupational Therapy (Master of Science)

Application Fee	\$40
General Services Fee ( <i>annual</i> )	\$405
Tuition ( <i>fall/spring</i> )	\$23365
Tuition ( <i>summer</i> )	\$1495
Malpractice Insurance Fee ( <i>annual, first and second years</i> )	\$75

#### Occupational Therapy (Post Professional Master of Science)

Application Fee	\$40
General Services Fee ( <i>annual</i> )	\$85
Tuition ( <i>per credit</i> )	\$550
Malpractice Insurance Fee	\$75

#### Physician Assistant (Master of Science)

Application Fee ( <i>Students apply through CASPA</i> )	N/A
General Services Fee ( <i>annual</i> )	\$405
Tuition ( <i>Academic year</i> )	\$27490
PA Lab Fee ( <i>one-time fee</i> )	\$325
Malpractice Insurance Fee ( <i>annual, first and second years</i> )	\$310

**Physical Therapy (Doctor of Physical Therapy)**

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>annual</i> )	\$405
Tuition ( <i>Fall and Spring combined</i> )	\$22685
Tuition ( <i>Summer</i> )	\$5860
Malpractice Insurance Fee	\$75

**Physical Therapy - (Post Professional Doctor of Physical Therapy)**

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>one-time, nonrefundable</i> )	\$85
Tuition ( <i>per credit hour</i> )	\$575
Malpractice Insurance Fee ( <i>annual</i> )	\$75

**Public Health (Master of Public Health or Graduate Certificate)**

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>one-time, non-refundable for matriculated students</i> )	\$180
Tuition ( <i>per credit hour</i> )	\$480
Registration Fee ( <i>nonmatriculated students per semester</i> )	\$25

**Professional Science Masters (Master of Science, Marine Science or Applied Biosciences)**

Application Fee	\$40
General Services Fee ( <i>annual</i> )	\$405
Tuition ( <i>Academic year</i> )	\$21300

**Social Work (Master of Social Work)**

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>annual</i> )	\$405
Tuition ( <i>per credit hour</i> )	\$575
Malpractice Insurance Fee ( <i>annual</i> )	\$30

**Teacher Certification Program (TCP)**

Application Fee ( <i>non-refundable</i> )	\$40
General Services Fee ( <i>one time, non-refundable</i> )	\$180
Tuition ( <i>per credit hour</i> )	\$455
Materials/Lab Fees ( <i>varies by course, see individual courses as they are offered</i> )	<i>varies</i>
Technology Fee	<i>none</i>

**Explanation of Fees****Student Malpractice Insurance**

A group insurance policy is purchased and provided by the University of New England for those students involved in clinical training rotations in the amount of \$1,000,000/\$3,000,000.

**General Services Fee**

This mandatory fee is billed to graduate students and provides the following services.

1. Graduation activities including cost of banquet, speakers, and diplomas.
2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
3. Orientation activities.
4. University Health Care services providing high quality health care services.
5. Finley Center gymnasium.
6. Athletic events including intramural programs and all intercollegiate home games.
7. Transcripts available at no charge.

**Health Insurance**

Graduate students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. Please refer to the health insurance brochure for additional information.

**Laboratory Fees**

Fees are charged to students who enroll in laboratory, computer, student teaching, or other designated courses. The fee is listed

in the official course schedule published on the web at the time of registration. Please refer to semester course schedules for fee structures.

### Late Registration Fee

Students who register after the published deadline will be required to pay a \$75 late registration fee.

### Parking Fee

Students wishing to park a vehicle on campus must purchase a parking permit (cost of TBD.) Unregistered vehicles will result in a fine of \$25 per incident.

### Payment Options

Students may pay the college charges as they fall due each semester or in accordance with UNE's Monthly Payment Plan offered through [Tuitionpay](#). They may also arrange to pay the total due by using a mixture of these payment arrangements.

The payment dates in the UNE sponsored payment plans cannot be deferred for the convenience of students using student loans, or other tuition payment programs. Both long and short-term financial arrangements should be made far enough in advance to assure payment on the required dates. Special problems or emergency situations can be discussed with the Student Accounts Office at the University Campus or the Business Office at the Westbrook College Campus, at any time.

### Option I: Payment by Semester

Approximately six weeks prior to the start of a semester, bills will be sent for the tuition, room and board, and fees. Payment of this bill is due by the start of the semester. The payment due is the total of all the semester charges less any previous payments or financial aid credits.

### Option II: Monthly Payment Plans

The Ten-Pay Payment Plan spreads the full year charges over ten months beginning June 1st. This plan is offered through [Tuitionpay](#) and is designed to relieve the pressure of "lump sum" payments by spreading the cost over 10 months. There is an application fee. There are no interest charges.

In addition to these options for payment, UNE accepts Mastercard, VISA, and Discover.

Applicants are urged to apply by May 15th. Applications made after the start of the program (June 1st) must be accompanied by an initial payment sufficient to become current with the regular 10-month payment schedule. Applications for the 10-month plan will not be accepted after September 15th.

### Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be able to register for courses or be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue accounts are not eligible for academic credit, transcripts, or degrees.

### Course Withdrawal Tuition Refund Policy

Course changes for matriculated students are allowed during the add/drop period during the fall and spring semesters. After the add/drop period, no refunds are made for course withdrawals.

### University Withdrawal

Matriculated students who intend to withdraw from the University must complete official forms available from the program director, Student Affairs Office, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by the appropriate academic dean. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions.

For purposes of computing refunds, the date of withdrawal recorded by the academic dean's office upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

### Tuition refunds for matriculated students leaving the University during a semester will be made as follows:

Fall\Spring\Summer Refunds  
 During first two weeks 80%  
 During third week 60%  
 During fourth week 40%  
 Over four weeks No refunds

Short-Term Courses (3-10 weeks)  
 Fall\Spring\Summer Refunds  
 During first week 40%  
 During second week 20%  
 Over two weeks No refunds

MSEd and CAGS distance education students will be charged a \$35.00 processing fee which will be deducted from any refund.

### Loan/Grant/Scholarship Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program regulations and University policy before a refund to the student is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan. Refunds will not be made in the case of absence, dismissal or suspension.

### Other Fees

After registration there shall be no refund of fees.

**Refunds for Leave of Absence**

A leave of absence for a specified period of time, not to exceed one academic year, may be granted to a matriculated student with the authorization of the academic dean. A Request for Leave of Absence form is available from the program office, Student Affairs Office, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Tuition refunds are subject to the withdrawal policy timelines.

It is the responsibility of the student to contact the office of the program director to indicate change of plans.

A student in the military reserves that is called up to active duty will be granted a full leave of absence tuition credit.

**Important Notes**

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. The Board of Trustees, however, reserves the right to make changes in tuition and fees at any time.
3. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. TD Banknorth, which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus and in the breezeway between Proctor and Hersey Halls on the Westbrook College Campus. For those students who have TD Banknorth checking accounts, ATM transactions are free of charge. Checks may also be cashed daily (\$75 maximum) at the Student Accounts Office on the University Campus.
4. The University offers direct deposit to its students. Students with credit balances can have the excess funds directly deposited in the bank of their choice. The sign-up form is available on the Web at [www.une.edu/hr/pdf/directdeposit.pdf](http://www.une.edu/hr/pdf/directdeposit.pdf).
5. The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
6. Students are expected to pay for textbooks at the beginning of the semester. Books, supplies and other items available at the University Bookstore may be paid for with cash, check, Master Card, VISA, and Discover.

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# Integrated, Interdisciplinary Health and Healing (I2H2) Education

## Training, Research and Practice

The College of Health Professions offers students an innovative approach for learning about health and healing. This approach is known as the Integrated, Interdisciplinary Health and Healing Initiative (I2H2). The I2H2 Initiative, which prepares students and professionals for health care today and for tomorrow, is gaining regional and national attention as a model for health professions' education.

Through the I2H2 experience, students in UNE's College of Health Professions are uniquely equipped to thrive in the new collaborative environment that health care facilities demand, and patients and clients deserve. The I2H2 Initiative is a multifaceted approach for preparing health professionals to work collaboratively as members of health care teams to create maximum physical and behavioral health outcomes for individuals, populations, and communities. Through involvement in this educational initiative, students develop an in depth understanding of how the bio-psycho-social, cultural, economical, and spiritual dimensions of life affect health and healing and the importance of individual patients or clients being active members in their own health and healing team.

I2H2 provides students and professionals with educational, training, research, and practice opportunities to become contemplative providers. These providers are life-long learners who work in partnership with patients and clients to treat the whole person rather than parts of the person. Through the I2H2 Initiative, students and professionals gain an understanding of the complex dynamics and multiple dimensions of health and illness.

Through courses, seminars, lectures, conferences, symposia, clinical field experiences, and collaborative research projects, students from the College of Arts and Sciences, the College of Health Professions and the College of Osteopathic Medicine have the opportunity to engage in the I2H2 Initiative. The I2H2 Initiative promotes the integrity of individual professional disciplines and prepares practitioners with the values, knowledge, and skills needed to form and maintain collaborative relationships with other professionals.

## Interdisciplinary, Integrated Health and Healing Learning Experiences

The center of activity for the I2H2 Initiative is the recently renovated Westbrook College Campus in Portland, Maine. However, students and faculty on the University's Portland and Biddeford campuses are able to take part in the initiative through the state-of-the-art facilities and technology available at the University.

I2H2 learning experiences are constantly being developed by faculty and at the suggestion of students. Currently I2H2 experiences include courses for varied credit; learning modules within courses; seminars for students, faculty, and others; lunch-and-learn sessions; conferences; and symposia. Interdisciplinary teaching within existing courses is another element of the I2H2 Initiative. Many I2H2 learning experiences are focused on service learning or have other community-based, experiential elements to them. If you want to be a part of this exciting innovation in health professions education, please contact the College of Health Professions Dean's Office at extension 4520 for more information about I2H2.

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## Professional Science-Applied Biosciences

**Degree:** Master of Science with a major in Professional Science - Applied Biosciences

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Lawrence Fritz (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)

Telephone: (207) 602-2317

### New Program

Core Courses		Credits
COD 510	Communication Skills in Org.	3
PHI 515	Bioethics	3
BUMG 500	Princ Bus:Science of Business	3
	<b>Subtotal</b>	<b>9</b>

### Applied Biosciences Professional Core

BIO 532	Advanced Molecular Biology	3
BIO 534	Applied Biotechnology or elective	3 or 4
BIO 536	Applications in Biotechnology	3
BIO 538	Biotech Instrumentation or elective	3 or 4
BIO 540-570	Additional Electives	6
BIO 510	Speaker Series (Repeatable-Topic Varies)	1
BIO 510	Speaker Series (Repeatable-Topic Varies)	1
BIO 510	<b>Minimum subtotal</b>	<b>21</b>

### Thesis/Research/Internship

BIO 590	Research and Thesis	6 up to 12
or		
BIO 595	Internship w/Project or Thesis	6 up to 12
	<b>Minimum total credits</b>	<b>36</b>

Contact the College of Arts and Sciences for more details at (207) 602-2271.

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## Master of Science in Education - General Studies

**Degree:** Master of Science in Education (MSEd), General Studies

**College:** College of Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan J. Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)



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### Program Information

#### Overview

Utilizing a distance-learning format, the Master of Science in Education Program in general studies brings the University of New England to the learner and provides in-depth study of all aspects of the classroom curriculum, not focusing on one subject area. We have designed this program so that teaching professionals can have a high quality graduate education experience in the convenience of their home or school. The program offers experienced teachers the opportunity to study, reflect, and practice skills based on the most recent educational research and instructional techniques that will enhance confidence and skill in the classroom.

This program is presented through multiple learning modalities and has courses that include videotaped presentations featuring nationally recognized experts in education. Specialized study guides facilitate application of the concepts presented in the video lessons; textbooks and selected articles provide additional information and understanding.

Courses are provided in a sequential format with content that builds upon the previous courses to ensure that students are exposed to a comprehensive curriculum relevant to contemporary classroom teachers.

All materials, videos, study guides, texts, required readings, and assignments are sent to the student's home or school without additional charges for shipping except for those who reside outside the United States.

#### Program Features

- Offer an innovative curriculum that presents the latest educational theories and the practical skills necessary to maximize performance and competency as professional educators.
- Create a unique opportunity for you to work in a collegial manner with fellow teachers to produce teams that enhance and encourage ongoing professional development.
- Enable you to complete academic work and degree studies in a time/place flexible manner utilizing video materials featuring nationally known teacher educators.
- Establish a learning environment for you to become more reflective about your teaching, and translate new insights into meaningful change.

#### Admissions Requirements

- A bachelor's degree from an accredited institution substantiated by official transcript/s
- Minimum of one year teaching experience.
- Employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
- Strong writing skills, a capacity to succeed in a distance education format, and a commitment to educational change and professional development as evidenced by your goal statement submitted at the time of application.

UNE carefully assesses MSEd applicants on the basis of evidence provided in all application materials submitted. Therefore, while a personal interview is not required, application materials submitted must be prepared thoroughly and thoughtfully for full consideration.

To participate in this degree program, students also are required to:

- Work as a participating member of a collegial study team.
- Have access to a video player, television and Internet.
- Have access to a classroom in which to apply the strategies that are taught.
- Attend one on-campus, 1-week Summer Seminar on current issues in Education or enroll in a Guided Self-Study focused on current issues in education.
- Submit all course assignments in a satisfactory and timely manner.

## Procedures and Policies

- Completed application form submitted to UNE's MEd office. The program admits learners for each of the three terms—fall, spring and summer.
  - \$40 non-refundable application fee.
  - Goal Statement - A minimum of two double-spaced typewritten pages including information about your experience as a teacher, your interest in graduate level study, your capacity to succeed in a distance education format, and your post-master's professional goals.
    - Official transcript(s) from the accredited institution(s) from which you attained your baccalaureate degree and have completed any graduate courses (must have official seal). NOTE: Although there is no minimally acceptable grade point average for admission, grade point average will be considered as an additional indicator of potential for success in the program.
      - Teaching certificate or evidence of teaching experience.
      - If you are not currently employed as a classroom teacher you will need the following: (1) a statement of your plan to access a classroom; (2) a letter of invitation from the teacher in whose classroom you propose to work on a weekly basis over an extended period of time; and, (3) a letter from the principal, who is responsible for the school's instructional program, accepting your plan for access.
      - Applications will not be processed until all required items have been received by UNE. Completed applications with late materials may be reviewed for admission in the next semester.

## Transfer Credit and Advanced Standing

A maximum of three 3-credit graduate level courses (grade B or better) may be transferred from an accredited institution and applied toward the 33-credit-hour MEd curriculum. An official transcript, course description and syllabus must be submitted, accompanied by a statement explaining why the course is equivalent to the MEd course for which a waiver is requested. A review will occur by faculty members to determine whether the equivalency request will be approved. Age of course (no more than 5 years is the general standard) and the degree to which the course matches the UNE requirement will be used to determine approval. The following courses cannot be satisfied through transfer credit: Collaborative Action Research (EDU-560, 566, 572) and Current Issues in Education (EDU-558 or EDU 558A). Transfer credit requests and approvals can be made only after the applicant has been admitted as a degree candidate.

UNE Individual Video Courses, taken prior to matriculation into the MEd program, may apply to equivalent courses in the MEd curriculum with a maximum of 9 credits allowed. Additional work may be required to ensure equivalency.

## Experiential Learning

No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the MEd curriculum is necessary to achieve the desired integration of theory and practice the program provides.

## Curricular Requirements

The MEd Program in general studies requires 33 semester hours of course work for completion.

This program of study spans the K-12 curriculum examining overall instructional strategies and issues. Each course is designed to present (1) a thorough understanding of current research in each area presented; (2) practical strategies to apply the concepts presented in the classroom; and (3) evaluative skills necessary to critically analyze and implement concepts ensuring maximum classroom success. A collaborative action research project allows you to select an area of interest in which to conduct a study within your classroom. A culminating portfolio completes the program and provides an opportunity to synthesize and solidify your knowledge and skills.

Videotaped presentations introduce you to nationally recognized experts in teacher education and well-known faculty from universities across the country. For several of the courses, the presenters on the videos are also the authors of the textbooks assigned for the course. Throughout the program, you have the opportunity to observe actual classroom lessons taught by master teachers, and hear them discuss their philosophy of teaching and how they use the techniques taught in the program in their own classrooms. Audio-visual materials are augmented by texts, assigned readings and a course study guide.

Contained throughout the videos are segments filmed in kindergarten through high school classrooms utilizing educators demonstrating the concepts presented. The video presentations are a key component of the content of each course. It is recommended that they be viewed, whenever possible, with your study partner or collegial study group. Videos and materials are produced for the University of New England by Laureate Education, Inc., in consultation with UNE faculty.

## Course Titles and Suggested Sequence

- EDU 550-The High-Performing Teacher, 3 credits
- EDU 551-Effective Classroom Management, 3 credits
- EDU 554-Instruct Strategies Part 1-Motivating Today's Learner, 3 credits
- EDU 555-Integrating Technology in the Curriculum K-12, 3 credits
- EDU 556-Instruct Strategies Part 2-Learning Styles/Multiple Intelligences,3 credits

**EDU 558**-Current Issues in Education: Summer Seminar    **or**

**EDU 558A** - Current Issues in Education: A Guided Self-Study, 3 credits

- EDU 560-Collaborative Action Research - Part 1, 1 credit
- EDU 562-Instructional Strategies Part 3 - Models of Effective Teaching, 3 credits
- EDU 563-Designing Curriculum Instruction, and Assessment, Part 1, 3 credits
- EDU 566-Collaborative Action Research - Part 2, 1 credit
- EDU 572-Collaborative Action Research - Part 3, 1 credit
- EDU 574-Designing Curriculum Instruction, and Assessment, Part 2, 3 credits
- EDU 595-Portfolio (An online WebCT Course) , 3 credits

## Program Standards

Students must maintain a minimum GPA of 3.0 (B or better). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. This student must register and pass the failed course with grade of C or better before registering for any additional credits.

### Timeline for Completion

Students may complete the program in five or six terms (i.e. two years or less); students may "stop out" for one term if necessary, and thereby taking an additional term to complete the program. The required [Request for Leave of Absence form](#) must be filed with the MSEd office and the Dean of the College of Arts and Sciences if this will be occurring. 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 and the Education Department to indicate change of plans.

In addition, students may also take a slightly reduced course load in any term if necessary, but this will require some additional study team arrangements. These arrangements are the responsibility of the student and must be communicated in writing to the program coordinator.

If a student has not completed the MSEd Program within eight semesters, the student will be administratively withdrawn from the program and be required to apply for readmission, at which time any change to the program may result in the need to take additional course work.

### Incomplete Grades

An Incomplete "I" grade may be given by a faculty mentor 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 student must request an incomplete from the faculty mentor (by letter or via e-mail) at least one week prior to the end of the term in which the student has registered for the course. The "I" grade must be changed with the time limit determined by the faculty mentor and may not extend beyond one term following the end of the semester. Until changed, the "I" grade defers computation of credits and grade point for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the faculty mentor results in the assignment of an administrative "F" grade for the course. Once an "I" grade is removed, academic standing will be updated according to good standing or probationary standards. Additionally, a grade of "F" is assigned by the faculty mentor to a student who fails to make any contact with the faculty mentor within the term of initial enrollment in any course. The student will be required to retake and repay for the course in order to receive credit when an "F" or an administrative "F" has been given.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Technology Fee

A technology fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail accounts and web mail administration for those students in the MSEd program.

### Financial Aid

Students in one of the MSEd programs who are enrolled for at least three credits per semester may be eligible to receive financial assistance in the form of federal student loans. These loans may be used to pay the student's institutional charges each semester. For additional information, please contact the Financial Aid Office at (207) 602-2342 or visit the [Financial Aid website](#).

## Graduation Requirements

All MSEd degree candidates must fulfill the following academic requirements:

- Pursue degree studies with a collegial study team.
- Satisfactorily complete all required courses, readings, assignments and papers in a timely manner.
- Participate in the one-week Current Issues in Education: Summer Seminar on campus or the option of Current Issues in Education: Guided Self-Study.
- Complete and submit an "action research project" through EDU 560, 566, and 572
- Complete and submit a portfolio through EDU 595
- Maintain a minimum GPA of 3.0
- Abide by all University regulations applicable to MSEd students.
- Fulfill all financial obligations in a timely manner.

## Additional Information

### Orientation

All newly admitted students will receive orientation materials to familiarize them with UNE and the MSEd program prior to beginning degree studies.

**Students With Disabilities**

Students with disabilities who require accommodations or modifications should communicate their needs to the Director, Office of Students With Disabilities, University of New England, 11 Hills Beach Road, Biddeford, ME 04005.

**Communication**

The e-mail account is the official means for University communication. As such, students are responsible for information that is distributed to them via e-mail. This web-based e-mail account allows students to pick up their e-mail from any computer connected to the Internet.

**Name and Address Changes**

Students are responsible for notifying the University of New England MEd Office and Registrar's Office of name, address, phone, and email changes through the [Change of Address, Name, or Phone Form](#).

**Technical Support** (relating to WebCT course, EDU 595)

Students who require assistance with access to online course materials and information in EDU 595—Portfolio, should first address their computer access questions/problems with their online faculty member. Technical support is available through the Instructional Technology Department at UNE during the school year from 8 to 6 pm Monday through Thursday and 8 to 4:30 on Fridays. Summer hours are 8 to 4:30 daily.

**Graduation**

Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and the date when close to completing requirements for the degree.

**Department of Education Graduate and Undergraduate Faculty**

See [Education: Graduate Programs](#) information page for complete listing.

**Notice and Responsibilities Regarding this Catalog**

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Master of Science in Education - Literacy Concentration

**Degree:** Master of Science in Education (MSEd), Literacy Concentration

**College:** College of Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan J. Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)



### Program Information

#### Overview

Utilizing a distance-learning format, the Master of Science in Education Program brings the University of New England to the learner. We have designed this program so that teaching professionals can have a high quality graduate education experience in the convenience of their home or school. The program offers K-6 experienced teachers the opportunity to study, reflect and practice skills based on the most recent educational research and instructional techniques that will enhance confidence and skill in the classroom.

This master's program is subject focused with an 18-credit concentration in literacy. It is presented through multiple learning modalities and has courses that include videotaped presentations featuring nationally recognized experts in education. Specialized study guides facilitate application of the concepts presented in the video lessons; textbooks and selected articles provide additional information and understanding.

Courses are provided in a sequential format with content that builds upon the previous courses to ensure that students are exposed to a comprehensive curriculum relevant to contemporary classroom teachers.

All materials, videos, study guides, texts, required readings, and assignments are sent to the student's home or school without additional charges for shipping except for those who reside outside the United States.

#### Program Features

- Offer an innovative curriculum that presents the latest educational theories and the practical skills necessary to maximize performance and competency as professional educators.
- Create a unique opportunity for you to work in a collegial manner with fellow teachers to produce teams that enhance and encourage ongoing professional development.
- Enable you to complete academic work and degree studies in a time/place flexible manner utilizing video materials featuring nationally known teacher educators.
- Establish a learning environment for you to become more reflective about your teaching, and translate new insights into meaningful change.

### Admission Requirements

#### Requirements

- A bachelor's degree from an accredited institution substantiated by official transcript/s
  - Minimum of one year teaching experience.
  - Employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
  - Strong writing skills, a capacity to succeed in a distance education format, and a commitment to educational change and professional development as evidenced by your goal statement submitted at the time of application.
- UNE carefully assesses MSEd applicants on the basis of evidence provided in all application materials submitted. Therefore, while a personal interview is not required, application materials submitted must be prepared thoroughly and thoughtfully for full consideration.

To participate in this degree program, students also are required t

- Work as a participating member of a collegial study team.
- Have access to a video player, television and Internet.
- Have access to a classroom in which to apply the strategies that are taught.
- Attend one on-campus, 1-week Summer Seminar on current issues in Education or enroll in a Guided Self-Study focused on current issues in education.
- Submit all course assignments in a satisfactory and timely manner.

#### Procedures and Policies

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- Completed application form submitted to UNE's MEd office. The program admits learners for each of the three terms—fall, spring and summer.

- \$40 non-refundable application fee.

- Goal Statement - A minimum of two double-spaced typewritten pages including information about your experience as a teacher, your interest in graduate level study, your capacity to succeed in a distance education format, and your post-master's professional goals.

- Official transcript(s) from the accredited institution(s) from which you attained your baccalaureate degree and have completed any graduate courses (must have official seal). NOTE: Although there is no minimally acceptable grade point average for admission, grade point average will be considered as an additional indicator of potential for success in the program.

- Teaching certificate or evidence of teaching experience.

- If you are not currently employed as a classroom teacher you will need the following:

(1) a statement of your plan to access a classroom;

(2) a letter of invitation from the teacher in whose classroom you propose to work on a weekly basis over an extended period of time; and

(3) a letter from the principal, who is responsible for the school's instructional program, accepting your plan for access.

- Applications will not be processed until all required items have been received by UNE. Completed applications with late materials may be reviewed for admission in the next semester.

### Transfer Credit and Advanced Standing

A maximum of three 3-credit graduate level courses (grade B or better) may be transferred from an accredited institution and applied toward the 33-credit-hour MEd curriculum. An official transcript, course description and syllabus must be submitted, accompanied by a statement explaining why the course is equivalent to the MEd course for which a waiver is requested. A review will occur by faculty members to determine whether the equivalency request will be approved. Age of course (no more than 5 years is the general standard) and the degree to which the course matches the UNE requirement will be used to determine approval. The following courses cannot be satisfied through transfer credit: Collaborative Action Research (EDU-560, 566, 572) and Current Issues in Education (EDU-558 or EDU 558A). Transfer credit requests and approvals can be made only after the applicant has been admitted as a degree candidate.

UNE Individual Video Courses, taken prior to matriculation into the MEd program, may apply to equivalent courses in the MEd curriculum with a maximum of 9 credits allowed. Additional work may be required to ensure equivalency.

### Experiential Learning and Advanced Standing

No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the MEd curriculum is necessary to achieve the desired integration of theory and practice the program provides.

### Curricular Requirements

The MEd Program, literacy concentration, requires 33 semester hours of course work for completion. This program of study includes an 18-credit focus on literacy that will develop your expertise in language and reading development for grades K-6.

This program of study spans the K-12 curriculum examining overall instructional strategies and issues. Each course is designed to present:

(1) a thorough understanding of current research in each area presented;

(2) practical strategies to apply the concepts presented in the classroom; and

(3) evaluative skills necessary to critically analyze and implement concepts ensuring maximum classroom success.

A collaborative action research project allows you to select an area of interest in which to conduct a study within your classroom. A culminating portfolio completes the program and provides an opportunity to synthesize and solidify your knowledge and skills.

Videotaped presentations introduce you to nationally recognized experts in teacher education and well-known faculty from universities across the country. For several of the courses, the presenters on the videos are also the authors of the textbooks assigned for the course. Throughout the program, you have the opportunity to observe actual classroom lessons taught by master teachers, and hear them discuss their philosophy of teaching and how they use the techniques taught in the program in their own classrooms. Audio-visual materials are augmented by texts, assigned readings and a course study guide.

The video presentations are a key component of the content of each course. It is recommended that they be viewed, whenever possible, with your study partner or collegial study group. Videos and materials are produced for the University of New England by Laureate Education, Inc., in consultation with UNE faculty.

### Course Titles and Suggested Sequence

EDU 550-The High-Performing Teacher, 3 credits

EDU 557- Foundations of Reading and Literacy, 3 credits

EDU 558-Current Issues in Ed: Summer Seminar **or**

EDU 558A - Current Issues in Ed: A Guided Self-Study (both 3 credits)

EDU 560-Collaborative Action Research - Part 1, 1 credit  
 EDU 563-Designing Curriculum Instruction, and Assessment, Part 1, 3 credits  
 EDU 565- Strategies for Literacy Instruction – Part 1, 3 credits  
 EDU 566-Collaborative Action Research - Part 2, 1 credit  
 EDU 569-Strategies for Literacy Instruction –Part 2, 3 credits  
 EDU 572-Collaborative Action Research - Part 3, 1 credit  
 EDU 574-Designing Curriculum Instruction, and Assessment, Part 2, 3 credits  
 EDU 575- Supporting the Struggling Reader, 3 credits  
 EDU 576- Planning and Managing the Classroom Literacy Program, 3 credits  
 EDU 595-Portfolio (An online WebCT Course), 3 credits

## Program Standards

### Academic Standards

Students must maintain a minimum GPA of 3.0 (B or better). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of “F” in any course will be immediately placed on academic probation. This student must register and pass the failed course with grade of C or better before registering for any additional credits.

### Timeline for Completion

Students may complete the program in five or six terms (i.e. two years or less); students may “stop out” for one term if necessary, and thereby taking an additional term to complete the program. The required Request for Leave of Absence form must be filed with the MSED office and the Dean of the College of Arts and Sciences if this will be occurring. 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 and the Education Department to indicate change of plans.

In addition, students may also take a slightly reduced course load in any term if necessary, but this will require some additional study team arrangements. These arrangements are the responsibility of the student and must be communicated in writing to the program coordinator.

If a student has not completed the MSED Program within eight semesters, the student will be administratively withdrawn from the program and be required to apply for readmission, at which time any change to the program may result in the need to take additional course work.

### Incomplete Grades

An Incomplete (I) grade may be given by a faculty mentor 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 student must request an incomplete from the faculty mentor (by letter or via e-mail) at least one week prior to the end of the term in which the student has registered for the course. The “I” grade must be changed with the time limit determined by the faculty mentor and may not extend beyond one term following the end of the semester. Until changed, the “I” grade defers computation of credits and grade point for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the faculty mentor results in the assignment of an administrative “F” grade for the course. Once an “I” grade is removed, academic standing will be updated according to good standing or probationary standards. Additionally, a grade of “F” is assigned by the faculty mentor to a student who fails to make any contact with the faculty mentor within the term of initial enrollment in any course. The student will be required to retake and repay for the course in order to receive credit when an “F” or an administrative “F” has been given.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing during the optional summer seminar. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Technology Fee

A technology fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail accounts and web mail administration for those students in the MSED program.

### Financial Aid

the [Financial Aid website](#).

## Graduation Requirements

All MSED degree candidates must fulfill the following academic requirements:

- Pursue degree studies with a collegial study team.
- Satisfactorily complete all required courses, readings, assignments and papers in a timely manner.
- Participate in the one-week Current Issues in Education:Summer Seminar on campus or the option of Current Issues in Education: Guided Self-Study.
- Complete and submit an "action research project" through EDU 560, 566, and 572
- Complete and submit a portfolio through EDU 595.
- Abide by all University regulations applicable to MSED students.

- Fulfill all financial obligations in a timely manner.

## Additional Information

### Orientation

All newly admitted students will receive orientation materials to familiarize them with UNE and the MEd program prior to beginning degree studies.

### Students With Disabilities

Students with disabilities who require accommodations or modifications should communicate their needs to the Director, Office of Students With Disabilities, University of New England, 11 Hills Beach Road, Biddeford, ME 04005.

### Communication

The e-mail account is the official means for University communication. As such, students are responsible for information that is distributed to them via e-mail. This web-based e-mail account allows students to pick up their e-mail from any computer connected to the Internet.

### Name and Address Changes

Students are responsible for notifying the University of New England MEd Office and Registrar's Office of name, address, phone, and email changes through the [Change of Address, Name, or Phone Form](#).

### Technical Support relating to WebCT course, EDU 595, only

Students who require assistance with access to online course materials and information in EDU 595—Portfolio, should first address their computer access questions/problems with their online faculty member. Technical support is available through the Instructional Technology Department at UNE during the school year from 8 to 6 pm Monday through Thursday and 8 to 4:30 on Fridays. Summer hours are 8 to 4:30 daily.

### Graduation

Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and the date when close to completing requirements for the degree.

## Department of Education Faculty

See [Graduate Education: General Information](#) page for complete listing.

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Master of Science in Education - Teaching Methodologies

**Degree:** Master of Science in Education (MSEd)

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan J. Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)

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### Program Information

#### Overview

The Master of Science in Education with a concentration in teaching methodology is available to our graduate Teacher Certification students only. This program is a 33-credit master's degree encompassing 18 graduate credits from the Teacher Certification Program (TCP) and an additional 15 credits that have been designated as core courses delivered via distance learning (WebCT) with potentially some on-site classes. Initially students within this program will complete course work designed to satisfy Department and state requirements for certification in areas of elementary education (K-8), secondary education (7-12), or art education (K-12). The remaining 15 credits will be completed following initial certification and will provide in-depth study in the areas of differentiation, classroom management, and research.

#### Program Goals

- Allow UNE post-baccalaureate teacher certification students to build on their graduate –level teacher certification courses to complete a master' degree
- Offer an innovative curriculum that presents the latest educational theories and the practical skills necessary to maximize performance and competency as professional educators.
- Enable teachers to complete academic work and degree studies in a time/place flexible manner utilizing primarily an online WebCT format.
- Establish a learning environment for teachers to become more reflective about their practice, and translate new insights into meaningful change.

### Admission Requirements

#### Requirements

- Completed UNE's Teacher Certification Program with a minimum of a 3.0 GPA and no grade below a "C"
- Presently employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
- Ability and discipline to pursue rigorous, self-paced graduate level studies.
- Interest in professional development and commitment to educational change.

#### Procedures and Policies

- Application form should be submitted to the Coordinator of Graduate Programs

- If you are not currently employed as a classroom teacher you will need the following:

- (1) a statement of your plan to access a classroom;
- (2) a letter of invitation from the teacher in whose classroom you propose to work on a weekly basis, over an extended period of time; and,
- (3) a letter from the principal who is responsible for the school's instructional program, accepting your plan for access.

#### Transfer Credit

Only UNE graduate level TCP course credits will be accepted as part of this program or graduate credit that has been transferred in as part of the UNE Teacher Certification Program.

#### Advanced Standing/Experiential Learning

No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the MSEd curriculum is necessary to achieve the desired integration of theory and practice the program provides.

## Curricular Requirements

### Courses

This master's degree program is designed as a two-step program for candidates entering as non-certified teachers.

First, you will elect the elementary certification, the secondary certification program, or the art certification program and will complete the total credits that are needed to become licensed as a teacher (potentially 27 credits of coursework and 15 credits of internship for elementary certification students; 18 credits of coursework and 15 credits of internship for secondary certification and art education students).

The concentration courses for the master's degree in teaching methodology will be comprised of 18 of these initial teacher certification courses taken in conjunction with UNE's Teacher Certification Program.

The remaining 15 credits are designed to be taken generally after the student has obtained a teaching position, and basically entails your enrolling in three to six credits of coursework per semester (fall, spring, summer).

### Elementary Education

*COMMON CORE* 12 credits (each course is 3 credits each)

EDU 533 - American Education  
Research Classrm

EDU 605 - Action Research/Case Study

EDU 610 - Differentiation Theory and Strategies  
EDU 615 - Motivational Theory/Classrm Mang

*CONCENTRATION* (from Certification)  
18 credits

*ELEMENTARY CERTIFICATION* (select 6) for 18 credits

EDU 502 - Curriculum Theory and Design

EDU 510 - Exceptionality in the Classroom

EDU 517 - Teaching Reading

EDU 520 - Language Arts

EDU 530 - Educational Assessment & Evaluation

EDU 549 - Education Psychology

EDU 561 - Teaching Social Studies Elementary School

EDU 567 - Teaching Science in Elementary Schools

EDU 573 - Teaching Elementary Math

*CAPSTONE PROJECT* 3 Credits  
EDU 595 - Portfolio

Distribution:

COMMON CORE	12
CONCENTRATION	18
CAPSTONE	3
DEGREE TOTAL	33

### Secondary or Art Education

*COMMON CORE* 12 credits (each course is 3 credits each)

EDU 533 - American Education  
Research Classrm

EDU 605 - Action Research/Case Study

EDU 610 - Differentiation Theory and Strategies  
EDU 615 - Motivational Theory/Classrm Mang

*CONCENTRATION* 18 credits

EDU 502 - Curriculum Theory and Design

EDU 510 - Exceptionality in the Classroom

EDU 530 - Educational Assessment & Evaluation

EDU 549 - Education Psychology

EDU XXX - Teacher as Leader **and**

EDU 536 - Teaching Secondary English **or**

EDU 537 - Teaching Secondary Science **or**

EDU 538 - Teaching Secondary Social Studies **or**

EDU 539 - Teaching Secondary Math **or**

EDU 541 - Methods of Art Education

**CAPSTONE PROJECT** 3 Credits

EDU 595 - Portfolio

Distribution:

COMMON CORE 12

CONCENTRATION 18

CAPSTONE 3

DEGREE TOTAL 33

### **Course Titles and Suggested Sequence—Elementary Education**

The first two years will be dedicated to the student attaining his/her initial teaching license. Only 18 of these credits (internship credit can not be used) will apply toward the master's degree.

#### **Sample Sequence**

##### **Year 1**

Fall Semester

Curriculum Theory and Design - 3 credits (required for K-8 certification)

Teaching Reading - 3 credits (required for K-8 certification)

Spring Semester

Language Arts - 3 credits (required for K-8 certification)

Teaching Social Studies - 3 credits (required for K-8 certification)

Educational Psychology - 3 credits (required for K-8 certification)

Summer Semester

Exceptionality in the Classroom - 3 credits (required for K-8 certification)

Educational Assessment & Evaluation - 3 credits (required for K-8 certification)

##### **Year 2**

Fall Semester

Teaching Science in the Elem. School - 3 credits (required for K-8 certification)

Teaching Elem. School Mathematics - 3 credits (required for K-8 certification)

Spring Semester

Internship-15 credits-EDU 490, not to be used toward master's degree

Important note: At this juncture, the student would become a certified teacher in the state of Maine. Eighteen credits from the above coursework, outside of the internship, will be able to be used toward the 33-credit master of science in education with a concentration in teaching methodology. The remainder of the courses would be completed while teaching within their classroom.

##### **Year 3**

Fall Semester

Differentiation Theory and Strategies (Core Course) - 3 credits

Motivational Theory & Classroom Management (Core Course) - 3 credits

Spring Semester

Action Research & Case Study Research for the Classroom (Core Course) - 3 credits

Teacher as Leader - 3 credits

Summer Semester

Portfolio - 3 credits

Total - 33 credits

### **Course Titles and Suggested Sequence—Secondary in English, History, Mathematics, Life Sciences or Physical Sciences (7-12) or Art Education (K-12)**

The first two years will be dedicated to the student attaining his/her initial teaching license. All of these credits since American Education is required for these certification programs (internship credit can not be used) will apply toward the master's degree.

#### **Sample Sequence**

##### **Year 1**

Fall Semester

Curriculum Theory and Design - 3 credits (required for 7-12/K-12 certification)

American Education - 3 credits (required for 7-12/K-12 certification)

Spring Semester

Secondary Methods Course - 3 credits (required for 7-12/K-12 art certification)

Educational Psychology - 3 credits (required for 7-12/K-12 certification)

Summer Semester

Exceptionality in the Classroom - 3 credits (required for 7-12/K-12 certification)

Educational Assessment & Evaluation- 3 credits (required for 7-12/K-12 certification)

## Year 2

Fall Semester

Internship- 15 credits-EDU 492/3, not to be used toward a master's degree

Important note: At this juncture, the student would become a certified teacher in the state of Maine. The three (3) credits from American Education and the fifteen (15) credits from the above coursework, outside of the internship, will be able to be used toward the 33-credit Master of Science in education with a concentration in teaching methodology. The remainder of the courses should be completed while teaching within their classroom.

## Year 3

Fall Semester

Differentiation Theory and Strategies (Core Course) - 3 credits

Motivational theory & classroom management (Core Course) - 3 cr.

Spring Semester

Action Research and Case Study Research for the Classroom (Core Course) - 3 credits

Teacher as Leader- 3 credits

Summer Semester

Portfolio - 3 credits

Total - 33 credits

## Nature of Field Experience

Within each course in the concentration, there is an expectation of a minimum of 10-12 hours of fieldwork per class to meet the State of Maine's requirement of "early and on-going" clinical experiences in public school classrooms. The core courses are based in the classroom of the certified teacher.

## Academic Policies

### Minimal Grade Standard and Academic Progress

Students must maintain a minimum GPA of 3.0 (B or better) with no less than a "C" in any course. Failure to maintain a GPA of 3.0 will result in academic probation and possible termination from the program. Students receiving a grade below a "C" in a course must repeat the course before continuing on in the program. If a student receives an "F" in any course he/she will be immediately placed on academic probation. This student must register and pass the failed course with grade of C or better before registering for any additional credits.

### Course Withdrawal Policy

In the fall, spring and summer semesters, a student may withdraw from a course without academic penalty with a grade of W at any time during the first two-thirds of the semester as specified in the current academic calendar. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered. The grade of WF is computed in the grade point average.

### Incomplete Policy

An incomplete (I) grade may be given by the instructor to a student, who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. Until changed, the I grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative \*F grade for the course. Once an I grade is removed, academic standing will be updated according to dean's list, good standing or probationary standards.

### Timeline for Completion/Leave of Absence

Students may complete the program in two or three terms (i.e. one year beyond completion of the Teacher Certification Program (TCP) or less); students may "stop out" for one term if necessary, and take an additional term to complete the program. The required Request for [Leave of Absence](#) form must be filed with the MEd office and the Dean of the College of Arts and Sciences if this will be occurring. 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 and the Education Department to indicate change of plans.

However, if a student has not completed the M.S.Ed Program, Teaching Methodology within five (5) years, the student will be administratively withdrawn from the program and be required to apply for readmission. Students may also take a slightly reduced course load in any term if necessary, but this will require some additional study team arrangements. These arrangements are the responsibility of the student and must be communicated to in writing to the program coordinator.

## Satisfactory Academic Progress

Students must maintain a minimum GPA of 3.0 (B or better). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. This student must register and pass the failed course with grade of C or better before registering for any additional credits.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

**Technology Fee**

A technology fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail accounts and web mail administration for those students in the MSED program.

**Financial Aid**

Students in one of the MSED programs who are enrolled for at least three credits per semester may be eligible to receive financial assistance in the form of federal student loans. These loans may be used to pay the student's institutional charges each semester. For additional information, please contact the Financial Aid Office at (207) 602-2342 or visit the Financial Aid website.

**Graduation Requirements**

- All M.S.Ed. degree candidates must fulfill the following academic requirements: Satisfactorily complete all required courses, readings, assignments and papers in a timely manner.
- Abide by all University regulations applicable to M.S.Ed. students.
- Fulfill all financial obligations in a timely manner.

**Additional Information****Students With Disabilities**

Students with disabilities who require accommodations or modifications should communicate their needs to the Director, Office of Students With Disabilities, University of New England, 11 Hills Beach Road, Biddeford, ME 04005.

**Communication**

The e-mail account is the official means for University communication. As such, students are responsible for information that is distributed to them via e-mail. This web-based e-mail account allows students to pick up their e-mail from any computer connected to the Internet.

**Name and Address Changes**

Students are responsible for notifying the University of New England Education Office and Registrar's Office of name, address, phone, and email changes through the [Change of Address, Name, or Phone Form](#).

**Technical Support for WebCT courses**

Students who require assistance with access to the online WebCT course materials and information should first address their computer access questions/problems to their online faculty member. Technical support is available through the Technology Department at UNE during the school year from 8 to 6 pm Monday through Thursday and 8 to 4:30 on Fridays. Summer hours are 8 to 4:30 daily.

**Graduation**

Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and date when close to completing requirements for the degree.

**Department of Education Faculty**

See [Education: Graduate Programs Information](#)

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Two Campuses: Biddeford and Portland, Maine · 207.283.0171

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## Professional Science-Marine Science

**Degree:** Master of Science with a major in Professional Science - Marine Science

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Lawrence Fritz (Chair) [lfritz@une.edu](mailto:lfritz@une.edu)  
Telephone: (207) 602-2317

### New Program

Core Courses		credits
COD 510	Communication Skills in Org.	3
PHI 515	Bioethics	3
BUMG 500	Princ Bus:Science of Business	3
<b>Subtotal</b>		<b>9</b>

### Marine Science Professional Core

BIO 522	Fund of Marine Science w/lab	4
BIO 524	Marine Biotechnology or elective	3
BIO 526	Applications of Marine Science	3 or 4
BIO 528	Marine Instrumentation or elective	3 or 4
BIO 540-570	Additional Electives	6
BIO 510	Speaker Series (Repeatable-Topic Varies)	1
BIO 510	Speaker Series (Repeatable-Topic Varies)	1
<b>Minimum subtotal</b>		<b>21</b>

### Thesis/Research/Internship

BIO 590	Research and Thesis	6 up to 12
or		
BIO 595	Internship w/Project or Thesis	6 up to 12
<b>Minimum Total Credits</b>		<b>36</b>

Contact the College of Arts and Sciences for more details at (207) 602-2271.

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## Nurse Anesthesia

**Degree:** Master of Science (M.S.), Nurse Anesthesia

**College:** Health Professions

**Department:** Nursing Anesthesia

**Contact:** For the UNE MSNA/CRNA program, applications may be obtained from the UNE Admissions Office or via the School of Nurse Anesthesia (Address: School of Nurse Anesthesia, University of New England, 716 Stevens Avenue, Portland, ME 04103 USA Telephone: (207) 797-7261 (extension 4516, Email: [mbrosnan@une.edu](mailto:mbrosnan@une.edu))

For the Hospital-Collaboration MSNA/CRNA Program with St. Joseph's Hospital (Providence, RI), applications must be obtained from the hospital-based school, and students are then admitted simultaneously to UNE and the hospital program. (Address: St. Joseph Hospital – School of Anesthesia for Nurses, 200 High Service Road, North Providence, RI 02904)

[Program Information](#)

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## Program Information

### Overview

It may come as a surprise that as advanced practice nurses, nurse anesthetists have been providing anesthesia care in this country for over 125 years. In fact, Certified Registered Nurse Anesthetists (CRNAs) currently administer over 65 percent of all anesthetics given to patients in the United States!

Since 1984 the School of Nurse Anesthesia at the University of New England has been an integral force in perpetuating this proud legacy by dedicating itself to nurse anesthesia education. Specifically, the University has been involved in nurse anesthesia education since 1984, serving as an academic affiliate for hospital-based certificate nurse anesthesia programs. In 1987, we initiated a program leading to the Master of Science in Nurse Anesthesia. In 1993, a fully-accredited School of Nurse Anesthesia was opened at the University.

### Two-Phase Program

At UNE we offer a 27-month two-phase program. The first phase is conducted on our historic Westbrook College Campus, situated in the picturesque coastal city of Portland.

This didactic portion involves eight months of study and consists primarily of science and anesthesia courses taught by CRNA faculty and physiologists and pharmacologists, whom share a joint appointment with the University of New England's College of Osteopathic Medicine.

The second phase is the 19-month hospital-based clinical portion of the curriculum. The primary focus is clinical anesthesia training as well as lectures and seminars taught by CRNA's and anesthesiologists. The School has contractual relationships with over 18 hospitals throughout the New England area, which offer varied and diverse experiences.

With successful completion of the 27 month program, students are awarded a Master of Science degree in Nurse Anesthesia. The graduate is then eligible to take the National Certifying Examination. Upon successful completion of the exam, the graduate becomes a Certified Registered Nurse Anesthetist capable of practicing in all 50 states. To date, 100 percent of our students have passed the certifying examination in their first year post-graduation and 100 percent have successfully obtained employment.

In addition to our own integrated M.S.-Nurse Anesthesia Program, the University also serves as the academic center for St. Joseph's School of Anesthesia for Nurses, which is a hospital-based program. Under this arrangement, the University provides only the academic component and awards the academic Master of Science degree in Nurse Anesthesia, while the hospital-based program provides the clinical training leading to the Certificate of Clinical Anesthesia Education (which they award independently).

### Mission Statement

The mission of the School of Nurse Anesthesia is to provide an academic environment, which allows candidates to master the intellectual and technical skills necessary to become competent in the safe conduct of anesthesia. It does this by providing a select group of experienced, graduate level nurses with the highest level of didactic, simulation lab and clinical site experiences. Our graduates develop life-long scholarship, critical thinking skills and professionalism needed to become compassionate, patient-centered anesthesia providers in solo practice or within anesthesia care teams.

### Behavioral Outcome

Upon completion of this educational program, the student shall demonstrate, to the satisfaction of the faculty, specific competencies expected of graduates. These competencies identify knowledge and skills necessary for competent entry-level practice of nurse anesthesia. Upon completion of the program, the graduate will:

1. Demonstrate knowledge of human anatomy, physiology and pathophysiology.
2. Interpret and apply laboratory and diagnostic tests to preoperative,
3. intraoperative, and postoperative patient care.

4. Make sound clinical decisions in the choice of anesthetic techniques and approaches to patient care based on the surgical procedure and individual patient pathology.
5. Critically analyze published data in the field of anesthesia, and to apply new technology, pharmacology, and techniques to patient care.
6. Demonstrate a thorough knowledge of all the indications, contraindications, pharmacokinetics and pharmacodynamics of currently available anesthetic agents and drugs.
7. Demonstrate knowledge of the mechanisms of pain and pain management interventions for acute and chronic pain.
8. Identify the AANA and its functions and roles in the practice of nurse anesthesia.
9. Explain the anesthetic related indications in the care of specialties such as pediatrics, obstetrics, and cardiac anesthesia.
10. Demonstrate a foundation of information and knowledge which serves as a basis for consultation and sound recommendations for patient care to other members of the health care team.
11. Explain the legal implications governing medical practice and patient care.
12. Perform an anesthetic related history and physical exam and formulate a comprehensive anesthetic care plan for a given patient based on the pre-anesthetic assessment.
13. Demonstrate proficiency in manual skills necessary to deliver anesthesia care including airway management, administration of regional anesthesia, and insertion of intravenous and invasive monitoring lines.
14. Communicate and interact with other members of the health care team.
15. Recognize and treat untoward responses to anesthetic care.
16. Recognize and initiate treatment of critical life threatening events such as cardiopulmonary arrest, trauma and malignant hyperthermia.
17. Analyze monitoring data and perform accurate interventions such as fluid management blood component therapy and drug therapy, adjusting anesthetic management accordingly.
18. Position and/or supervise the positioning of patients to assure physiological functioning, safety and the prevention of injury.
19. Administer general, regional and local anesthesia in a safe and conscientious manner to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
20. Utilize universal safety precautions and appropriate infection control measures to ensure the safety of the patient, staff and CRNA.
21. Perform safety related checks on anesthesia equipment.
22. Identify malfunctioning anesthesia equipment and take appropriate action when confronted with anesthetic equipment-related malfunctions.
23. Apply appropriate safety principles and precautions in caring for patients to prevent or minimize any potential risks.
24. Serve as a leader or member of a cardiopulmonary resuscitation team and possess advanced cardiac life support (ACLS) and pediatric cardiac life support (PALS) recognition.
25. Function as a resource person for airway and ventilatory management of patients.
26. Participate in quality improvement activities.
27. Display compassion and respectful treatment of patients.
28. Demonstrate honesty and professional integrity.

### Accreditation

The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs through fall of 2010.

### Admission

#### Requirements

1. Graduation from an accredited baccalaureate or higher degree generic program in nursing or from an accredited associate degree/diploma program in nursing with an additional bachelor of science degree.
2. Proof of current licensure as a registered nurse in your own state is required at the time of application. Upon acceptance into the program, licensure in the state where clinical experience is obtained will be required.
3. Grade point average (GPA) of 3.0 or better preferred, especially in the sciences and professional courses.
4. Applicants are required to have a minimum of one year's experience as a registered nurse in a critical care area (specifically ICU, CCU, SICU, MICU, NICU) prior to applying to the program. The Perianesthetic Care Unit (PACU) and the Operating Room (OR) are not considered critical care areas. It is preferable to have this experience within the last 3 years.
5. Current Advanced Cardiac Life Support (ACLS) Certification.

6. Current Pediatric Advanced Life Support (PALS) Certification.
7. Successful completion of the Graduate Record Exam (GRE).
8. Successful completion of an organic chemistry or biochemistry course within the last five years.

The Admissions Committee reserves the right to make exceptions to the above when it deems such a decision is appropriate.

### **Policies and Procedures**

The application deadline each year is December 15.

Candidates must submit an application containing the following information directly to the Graduate Admissions Office:

1. Completed application form (can be sent via electronic mail)
2. Application processing fee (\$40.00 which is non-refundable)
3. Personal statement, summarizing your career and reasons for wanting to enter into UNE's nurse anesthesia program
4. A recent professional resume or vita
5. Proof of current nursing licensure in the United States (photocopy)
6. Proof of current ACLS and PALS certification (photocopy)

The following information must be submitted by those individuals/institutions completing the information, directly to the admissions office:

1. Official college/university transcripts
2. Official GRE results
3. Letters of reference (3), from applicant's supervisor and two (2) other professionals who have observed applicant's work

Before any action can be taken on an application, all credentials and supporting documents required by the school's Admission Committee must be on file in the Graduate Admissions Office and must be judged complete and satisfactory. On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee.

The school has a rolling admissions policy. Interviews are conducted individually by the program's administration and academic and clinical faculty. They begin in November and end mid-February. Along that time continuum, candidates are selected at various points and offered a seat in the next class. Final selection does not occur until mid-February.

### **Immunizations**

All students are required to have the following immunizations:

1. (2) MMRs within the one's lifetime. Students with laboratory evidence of disease immunity (i.e., serologic test results indicating immunity) are counted as appropriately vaccinated.
2. Tetanus/Diphtheria vaccine within the last 10 years.
3. Hepatitis B-series of three injections; titer required 6-8 weeks after third shot given. If the student has a negative titer then repeat series of three shots or give a booster and check immunity. If the student has a second negative titer then the patient is a non-responder. The titer will only be checked if within one year of full series of three shots.
4. Varicella- titer required. If has a negative titer, then have series of two doses, four to eight weeks apart. No additional titer is required.
5. PPD-required annually and has to be read within 48-72 hours. Chest X-ray required if has positive PPD.
6. Polio-Primary series as a child. If no primary series: two doses IPV four to eight weeks apart, third dose is six to twelve months after the second dose. Routine polio vaccine is not recommended for persons 18 years of age and older.

Students will be required to maintain current immunizations throughout the program.

### **Essential Technical Standards of the University of New England's School of Nurse Anesthesia**

#### Principles:

Nurse anesthesia education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of specific skills and professional attitudes and behavior. Nurse Anesthesia school faculties have a responsibility to society to matriculate and graduate the best possible nurse anesthetists, and thus admission to this program has been offered to those who present the highest qualifications. The essential technical standards presented in this document are pre-requisite for matriculation, subsequent promotion from year to year, and ultimately graduation from the University of New England, School of Nurse Anesthesia. These standards pertain to all matriculated students. All required courses in the curriculum are necessary in order to develop essential skills required to become a competent nurse anesthetist.

The faculty is committed to fostering relationships with its candidates that encourage human and professional growth. Its policies and procedures attempt to reflect this commitment to proactive and supportive communication.

Nonetheless, it is imperative that all candidates recognize that the primary responsibility for a successful nurse anesthesia education, both in and outside the classroom, rests with the individual. Candidates, including candidates with disabilities, must have the capacity to manage their lives and anticipate their own needs. The School has incomplete influence in helping students achieve these personal adaptations. Situations can arise in which a candidate's behavior and attitudes resulting from a

disability or other personal circumstances represent a secondary problem which impairs the candidate's ability to meet the School's standards, even after implementation of all reasonable accommodations have been made by the School.

The School's obligation and mission is to provide an academic environment, which allows candidates to master the intellectual and technical skills necessary to become competent in the safe conduct of anesthesia. It does this by providing a select group of experienced, graduate level nurses with the highest level of didactic, simulation lab and clinical site experiences. Our graduates develop life-long scholarship, critical thinking skills and professionalism needed to become compassionate, patient-centered anesthesia providers in solo practice or within anesthesia care teams. Therefore, all applicants, regardless of disability, will be held to the same admission standards, with accommodation if needed.

#### Recommendations:

1. No otherwise, qualified individual will be denied admission to the School of Nurse Anesthesia based solely upon a disabling condition.
2. Candidates with disabilities applying to the School of Nurse Anesthesia will be expected to have achieved the same requirements as their non-disabled peers.
3. Matriculation into the School of Nurse Anesthesia assumes certain levels of cognitive, emotional, and technical skills. Nurse anesthetist candidates with disabilities will be held to the same fundamental standards as their non-disabled peers. Reasonable accommodations will be provided to assist the candidates in learning, performing and satisfying the fundamental standards, so long as the candidate provides timely, comprehensive documentation establishing the candidate's disability status and need for reasonable accommodation.
4. Reasonable accommodations that facilitate candidate progress will be provided but only to the extent that such accommodation does not significantly interfere with the essential functions of the School of Nurse Anesthesia, fundamentally alter the program or significantly affect the rights of other candidates.
5. The School, under the law, is obligated to provide all reasonable accommodations that will eliminate or minimize the barriers disabled candidates may face in the process of successfully completing the requirements for graduation from the University of New England, School of Nurse Anesthesia.

#### Abilities and Skills:

A candidate for this program must have abilities and skills of five varieties including observation skills; communication skills; fine and gross motor skills; conceptual, integrative and quantitative abilities; and behavioral and social/emotional skills.

##### *I. Observation*

The candidate must be able to acquire a defined level of required information as presented through demonstration and experiences in the basic sciences and anesthesia courses including, but not limited to, information conveyed through gross anatomy labs and simulated anesthesia patient exercises. Furthermore, a candidate must be able to observe a patient accurately, at a distance, and close at hand, acquire information from written documents and visualize information as presented in radiographic images and patient monitors. The candidate must have visual and hearing acuity, including use of depth perception and peripheral vision; hearing normal and faint body sounds (blood pressure and heart sounds) and hearing auditory alarms on monitors and anesthesia delivery systems. Such observation and information acquisition necessitates the functional use of visual, auditory and somatic sensation while being enhanced by the functional use of other sensory modalities.

In any case where a candidate's ability to observe or acquire information through these sensory modalities is compromised, the candidate must demonstrate alternative means and/or abilities to acquire and demonstrate the essential information without reliance upon another person's interpretation of the information. The university will provide appropriate reasonable accommodations to foster the student's ability to meet these standards, so long as the student registers with UNE Disability Services.

##### *II. Communication*

The candidate must be able to effectively and efficiently communicate using verbal, written, and reading skills, in a manner that demonstrates sensitivity to patients, their families and all members of the health care team.

A candidate must be able to accurately elicit information, describe a patient's change in mood, thought, activity and status. He or she must also demonstrate established communication skills using traditional or alternative reasonable means that do not substantially modify the standard.

##### *III. Motor*

The candidate must be able to, with or without the use of assistive devices, but without reliance on another person, to interpret x-ray and other graphic images and digital or analog representations of physiologic phenomenon (such as EKGs).

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, auscultation) is required. It is also essential for a candidate to possess the gross motor skills sufficient to provide a full range of safe and effective care to patients. These include the ability to move within confined spaces, reach above shoulders, bend, stoop, squat, stretch and to reach below the waist. Fine motor skills are necessary to perform psychomotor skills such as picking up objects, grasping, pinching with fingers (intubations, manipulating a syringe, starting IVs), twisting and squeezing.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. In addition, physical endurance and strength is a requirement in order to tolerate working an entire shift (including overtime or call), standing for long periods of time and sustaining repetitive movements (performing CPR, positive pressure ventilation, etc). Candidates must be able to provide hands-on patient care such as lifting, pushing and pulling excessive weight to position patients, pick up and carry children, ambulate patients and transfer anesthetized patients from stretchers and beds. When transporting patients to patient recovery areas, the candidate is required to move not only the patient's weight but also the heavy bed.

The candidate is required to carry heavy equipment and supplies, sit for long periods of time on stools with and without any back support, twist and turn to visualize monitors and the surgical field and possess the strength and flexibility to assist in the

restraint of combative patients. In addition, the candidate must be able to move quickly to respond to emergencies. At all times the ability to administer care to patients in a safe manner is paramount

#### *IV. Intellectual-Conceptual, Integrative and Quantitative Abilities*

The candidate must be able to measure, calculate, reason, analyze and synthesize information in a timely fashion. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structure. Problem-solving, the critical skill demanded of nurse anesthetists, requires all of these intellectual abilities. These problem-solving skills must be able to be performed in a precisely limited time demanded by a given clinical setting. In addition, the candidate must be able to adapt readily to changing environments and deal with unexpected activities.

#### *V. Behavioral and Social/Emotional Attributes*

Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients.

Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of patients. They must be able to measure, calculate, reason, analyze and synthesize information effectively in a precisely limited time demanded by a given clinical setting, while under stress, and in an environment in which other distractions may be present.

Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

### Transfer Students and Transfer Credit

#### Transfer Students

The school does not accept transfer students from other programs or students who have previously attended a nurse anesthesia program.

#### Transfer Credits

Because our curriculum is uniquely designed, students may only request transfer credits to be applied to ANE 609-Research Methods Seminar. To qualify, transfer credit must be academic credit representing a grade of A or B awarded by a regionally accredited U.S. college or university or by a non—U.S. institution of higher education. Credit applied to meet the requirements of a previously earned degree or certificate of any type at another institution is ineligible for use as transfer. In addition, the research course taken must be at the graduate level. To obtain credit, the student must request approval from the Program Director. An official copy of his/her transcript must be submitted along with the course description from the other institution's catalog. The decision to approve a request is based on the fact that the substitute course is equivalent to the course offered by the Program.

### Curricular Requirements

The MSNA curriculum is designed so that students are based on UNE's Westbrook college campus for the first eight months (two semesters) of the program. The majority of the basic science didactic courses are offered during this period. The remaining 19 months of the program are hospital-based, with an emphasis on advanced coursework, clinical training, human patient simulator lab experiences, and completion of a capstone project. All students are required to complete the entire curriculum with passing grades.

#### Course Requirements

<b>FIRST YEAR</b>	<b>Hours</b>	<b>Credits</b>
<b>Term 1-Fall (September-December)</b>		
ANE 504 - Pharmacology I	45	3
ANE 507 - Chemistry/Physics	45	3
ANE 505 - Anatomy for Nurse Anesthetists	45	3
ANE 601 - Professional Aspects I	30	2
ANE 603 - Physiology I	75	5
ANE 609 - Research Methods Seminar	45	3
<b>Subtotal</b>	<b>285</b>	<b>19</b>
<b>Term 2 - Spring (January-April)</b>		
ANE 604 - Physiology II	75	5
ANE 606 - Pharmacology II	60	4
ANE 602 - Anesthesia Principles I	45	3
ANE 622 - Principles of Didactic Instruction	15	1
ANE 510 - Airway Management: Principles and Practices	45	3
<b>Subtotal</b>	<b>240</b>	<b>16</b>
<b>SECOND YEAR</b>		
<b>Term 1 - Summer (May-August)</b>		
ANE 623 - Anesthesia Principles II	45	3
ANE 650 - Clinical Practicum I	15	1
<b>Subtotal</b>	<b>60</b>	<b>4</b>
<b>Term 2- Fall (September - December)</b>		
ANE 624 - Anesthesia Principles III	45	3
ANE 652 - Clinical Practicum II	15	1
<b>Subtotal</b>	<b>60</b>	<b>4</b>

**Term 3 - Spring (January - April)**

ANE 613 - Research Practicum	30	2
ANE 654 - Clinical Practicum III	15	1
<b>Subtotal</b>	<b>45</b>	<b>3</b>

**THIRD YEAR****Term 1 - Summer (May-August)**

ANE 625 - Anesthesia Principles IV	60	4
ANE 656 - Clinical Practicum IV	15	1
<b>Subtotal</b>	<b>75</b>	<b>5</b>

**Term II - Fall (September-November)**

ANE 619 - Special Topics in Anesthesia	30	2
ANE 658 - Clinical Practicum V	15	1
<b>Subtotal</b>	<b>45</b>	<b>3</b>

<b>Program Total</b>	<b>810</b>	<b>54</b>
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**Clinical Training**

Upon completion of the didactic portion of the program in April, the students move on to the 19-month hospital-based clinical portion of the curriculum. The primary focus is clinical anesthesia training. The clinical experience obtained will be of the width and breadth necessary for the student to achieve clinical competency in anesthesia. This is accomplished through affiliations at clinical sites throughout the New England area.

Each student will participate in at least 550 anesthesia cases. All of the surgical specialties are available, including hands-on training in regional anesthesia techniques. Specialty experiences (i.e. neuro-surgery, open-heart surgery, high-risk obstetrics) when not available at primary hospital affiliation sites will be obtained from short-term rotations at other medical facilities in the region.

All types of anesthesia techniques and the latest agents are available for student participation. Students are able to obtain experience in general anesthetics, intravenous agents, and regional anesthesia to include: spinal, epidural, axillary block, and Bier blocks.

The Council on Accreditation of Nurse Anesthesia Educational Programs has set minimum standards for clinical experience that each student must achieve prior to graduation from the program in order to qualify for the National Certifying Examination.

**Clinical Affiliates**

Clinical sites currently utilized by the School of Nurse Anesthesia include:

**Maine**

Aroostook Medical Center - Presque Isle  
 Bridgton Hospital - Bridgton  
 Cary Medical Center - Caribou  
 Central Maine Medical Center - Lewiston  
 Eastern Maine Medical Center - Bangor  
 Goodall Hospital - Sanford  
 Manine Coast Memorial - Ellsworth  
 Mercy Hospital - Portland  
 Maine Medical Center - Portland  
 Maine General Medical Center - Augusta  
 Maine General Medical Center - Waterville  
 Mayo Regional Hospital - Dover-Foxcroft  
 Veterans Administration - Togus

**Massachusetts**

UMASS Memorial - Worcester

**New Hampshire**

Catholic Hospital - Manchester  
 Concord Hospital - Concord  
 Cottage Hospital - Woodsville  
 Dartmouth-Hitchcock - Hanover  
 Elliot Hospital - Manchester  
 Portsmouth Regional Hospital - Portsmouth  
 Speare Memorial Hospital - Plymouth

**Vermont**

Fletcher Allen Medical Center - Burlington

**Program Standards****Satisfactory Academic Progress**

The School of Nurse Anesthesia is designed to integrate didactic and clinical learning experiences to optimize competency as an anesthesia provider. Therefore successful completion of every course and clinical practicum is necessary to progress through the Program.

In order to meet the Council on Accreditation guidelines and to maintain our high passing rate on the National Certifying Examination, the School has established the following policy: Anyone who receives an **examination grade of 80% or below**

must make an appointment to meet with their academic advisor. This is done to determine if there are any issues/problems with the student or course work, to provide appropriate counseling to the student, and to promote successful advancement through the program.

Students must successfully pass each clinical practicum in order to advance to the next level. Student success will be measured against the clinical objectives designed for each clinical practicum experience. Grades will take into account clinical performance, clinical preceptor feedback, student self-evaluations and faculty insights.

### **Program Completion Timeline**

Students are expected to complete 27 actual months in the program, exclusive of allotted vacation and reasonable sick leave.

### **Probation/Dismissal**

Successful completion of all courses will allow the student to continue in the Program. However, any student receiving a grade less than 80% on any examination will meet with his/her advisor within two weeks of receipt of the grade to discuss the student's academic performance. The Student Affairs Committee (SAC) will immediately review the academic performance of any student who fails two (2) exams in one semester. The student will be asked to appear before the SAC at this time and will be placed on Probation Status until the end of the semester. The student may have an advisor with him/her at the meeting but may not have an attorney present. Saint Joseph's students will be evaluated by this committee while they are at this university for their first two semesters. After that, they will be evaluated by the Saint Joseph Hospital School of Anesthesia for Nurse's processes.

Students who pass all courses will advance to the next phase of the program. A student who fails to meet the minimum requirement of a B- (80%) in any class will be dismissed from the program. The Student Affairs Committee or Program Director may make modifications to the process described above because of extenuating circumstances.

### **Appeals:**

Decisions made by the SAC, which a student believes to be unfair, may be appealed to the Program Director. The Program Director may overturn any findings of the committee.

Appeals that are not resolved to the student's satisfaction at the Program level may be appealed to the Dean of the College of Health Professions. To do so, the student should follow the review process set forth in the UNE Student Handbook.

### **Ethical and Behavioral Standards**

Failure to adhere to the Student Code of Conduct section of the University of New England Handbook or the Rules of Conduct while on Affiliation at Clinical Sites (see below) may result in a disciplinary sanction. Under these circumstances, the student will go before the SAC. The SAC may do any or all of the following:

1. recommend issuing a letter of concern or reprimand
2. recommend disciplinary probation, which could result in a clinical probation as well
3. recommend dismissal from the Program

The SAC may consider any other behaviors in reaching a decision to make a recommendation to the Program Director for adverse actions. This includes actions outside the classroom or in the clinical rotation, which do not reflect well on the Program, profession or individuals.

### **Rules of Conduct while on Affiliation at Clinical Sites**

Success in the Nurse Anesthesia Profession requires certain behavioral attributes including but not limited to empathy, discipline, honesty, integrity, personal regard for others, the ability to work effectively with others in a team environment, and the ability to address a crisis or emergency situation in a composed manner. Adherence to these attributes requires a high level of maturity and self-control, even in highly stressful situations. During the clinical phase, students must conduct themselves in a highly professional manner consistent with the patient care responsibilities with which they will be entrusted. Failure to adhere to these standards (noted below) or comply with the Clinical Rotation Policies will result in a disciplinary action ranging from a written warning to discharge from the program (depending upon the violation and the circumstances surrounding the offense).

1. Creating or contributing to situations that jeopardize patient safety.
2. Students are expected to follow all policies in the Student Code of Conduct section of the University of New England Handbook. Unethical behavior such as academic dishonesty, falsifying logs or medical records is considered a violation of the Program's standards of conduct.
3. Respect the confidentiality of patients and fellow students. One is not permitted to discuss any patients by name outside the clinical encounter situation. Students should not discuss other students with preceptors. For academic presentations, all identifying data, including name, initials, date of birth and facility where seen will be omitted
4. Unauthorized possession, use, copying, or distribution of hospital records or disclosure of information contained in such records to unauthorized persons.
5. Use, distribution, or unauthorized possession of intoxicating beverages or drugs on hospital premises or reporting to work under the influence of intoxicants.
6. Unauthorized absence from the Anesthesia Department during regularly scheduled clinical hours.
7. Failure or refusal to follow instructions of a duly assigned preceptor including refusal to accept clinical assignment.
8. Use of vile, intemperate or abusive language, or acting in a disrespectful manner to any employee, supervisor, patient, or visitor.
9. Any disorderly conduct on hospital premises.
10. Creating or contributing to unsanitary conditions.
11. Theft, fraud, or unauthorized use of property belonging to the hospital, patient, or visitor.

### Clinical Practicum Course Expectations

To successfully complete each clinical practicum course, students must achieve a grade of "pass". Details regarding clinical practicum expectations will be detailed in the Student Clinical Practicum Handbook students receive prior to the clinical phase of the program. Briefly speaking, clinical progression will be monitored during each clinical practicum. If students are not meeting clinical objectives, they will be placed on Probation.

The student is placed on a 30-day Probationary Status. During this time the student will continue with the clinical objectives scheduled for that level. Students will communicate with program faculty and clinical faculty to develop a remediation plan based on their clinical evaluations, clinical faculty feedback and/or program faculty findings. The plan will include strategies for improvement of clinical performance.

At the end of the 30-day Probation Status the student's performance will be re-evaluated by the program faculty. If they are successful, they will resume their clinical practicum at the same level their peers are at. If progress continues to be unsatisfactory, the student will receive an "F" for the course and be dismissed from the program.

Students may be placed on a second 30-day probation period for additional (newly identified) performance issues. The process described above would apply for this as well. Students are granted two (2) probationary periods not to exceed 60 days total. If additional (newly identified) performance issues continue to occur after a student has been granted (2) probationary periods, the student would be immediately dismissed.

## Academic Policy

### Grading

The following grading system is in effect:

PERCENTAGE	GRADE	QUALITY POINTS
93-100	A	4.00
90-92	A -	3.75
87-89	B +	3.50
83-86	B	3.00
80-82	B -	2.75
77-79	C +	2.50
73-76	C	2.00
70-72	C -	1.75
< 70	F	0

#### OTHER GRADE DESIGNATIONS:

P	"Pass-Fail" Courses
NP	"Pass-Fail" Courses
PASC	"Pass-Advanced Standing Credit"
W	Withdrawn Early in Course
WP	Withdrawn Late, Passing
WF	Withdrawn Late, Failing
I	"Incomplete" Excused Absence (Time Limit One Semester)

An incomplete (I) grade is given to a student who is doing passing work in a course, but who makes arrangements with the instructor if, for reasons beyond his/her control, he/she is not able to complete the work on time. The (I) incomplete grade must be changed within the time limit determined by the instructor and can never extend beyond the end of the following semester. 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 (fail) grade for the course.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Equipment

Ear mold for precordial stethoscope (approximately) \$75.00

### Books

Required Texts (approximately) \$1400.00

### Other Expenses

Malpractice Insurance (annual) – St. Joseph's students exempt	\$500.00
Junior AANA membership fee	\$20.00
National Certification Exam fee (subject to change)	\$650.00

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-283-0170, extension 2342 or by visiting the [Financial Aid website](#).

## Graduation Requirements

In order for a student to graduate, the following criteria must be met:

1. Satisfactory completion of all didactic material.

2. Satisfactory completion of clinical experience as required by the school and the Council on Accreditation of Nurse Anesthesia Educational Programs.
3. Satisfactory completion of stated UNE School of Nurse Anesthesia behavioral objectives.
4. Completion of twenty-seven actual months in program, exclusive of allotted vacation and reasonable sick leave.
5. All time commitments in the didactic and clinical areas must be satisfied.
6. Evaluations must be completed and signed.
7. All clinical records must be completed and submitted to the Anesthesia School Administrative staff.
8. Completion of the capstone project.
9. All fees must be paid in full.
10. All library books must be returned.
11. A current RN license and ACLS and PALS Certifications must be on file.

## Additional Information

### Students with Disabilities

The UNE School of Nurse Anesthesia does not discriminate in admission or access to, or treatment of employment or employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling conditions in violation of federal or state civil rights laws or Section 504 of the Rehabilitation Act of 1973.

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DeCarlo-Picarrillo, Susan M.S., C.R.N.A., Columbia University; B.S.N., St. Joseph's College (Conn.); B.S.N., Southern Connecticut State University	Faculty
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Winterson, Barbara J.  
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Professor of Physiology

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Occupational Therapy

**Degree:** Bachelor of Science (B.S.), Health Sciences - Occupational Studies;  
Master of Science (M.S.), Occupational Therapy

**College:** Health Professions

**Department:** Occupational Therapy

**Contact:** Regi Robnett, Director or Jan Froehlich, Advising Coordinator  
[rrobnett@une.edu](mailto:rrobnett@une.edu)  
[jfroehlich@une.edu](mailto:jfroehlich@une.edu)

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## Program Information

### Overview

Occupational therapy is a health profession whose practitioners provide preventative, habilitative, and rehabilitative services for individuals whose lives have been disrupted by physical injury or illness, developmental problems, social or psychological difficulties, or the aging process. Occupational therapists, relying on a diversified knowledge of the social, behavioral and life sciences, evaluate capacities and skills and create programs designed to allow clients to achieve the highest level of function possible in their occupational roles.

There are opportunities for men and women in the profession to work with infants, children, adults, and elders with physical and emotional disabilities to assist them in performing self-care, leisure, and work activities. The occupational therapist may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, day care center, psychiatric facility, nursing home, or community based program. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature, and occupations facilitate health and well-being. Occupational therapy as taught at the University of New England is a holistic science that emphasizes the health of the individual in terms of his/her productive participation in society. Consistent with the overall University of New England mission, occupational therapy students study not only medical interventions, but also all the complex psychological and sociocultural dimensions of human occupation and learn to intervene to enhance occupational performance.

### Mission Statement

The Occupational Therapy Department's mission is to educate occupational therapy students who will use knowledge, skills, and values to provide exemplary occupation-based practice while assuming leadership roles at the local, state and national levels.

### Program Goals

Upon completion of the Occupational Therapy curriculum, the student will:

1. Understand, explain and promote the unique value of occupation, its theoretical constructs and the discipline of occupational therapy.
2. Integrate the construct of function and dysfunction along the wellness continuum as part of a holistic model.
3. Demonstrate the values, behaviors, skills and professional attitudes and competencies of an entry-level occupational therapist within the domains of concerns of the profession. These domains of concern include, but are not limited to work, play/leisure and self-maintenance.
4. Evaluate clients, interpret data, develop and implement efficacious interventions across the lifespan based on a theoretical rationale.
5. Engage in and appraise the effectiveness of activity and occupational task analysis as an essential part of occupational therapy practice.
6. Employ and analyze/assess a systems approach to understanding and utilizing health care and technological resources within practice settings and the community (local, national, and international).
7. Demonstrate and distinguish critical thinking in all OT processes including but not limited to clinical reasoning, client-therapist relationships, management and occupational task analysis.
8. Demonstrate and value a client/family centered philosophy in occupational therapy practice.
9. Based on a liberal arts core, recognize, value and respect human diversity, biosphere diversity, and interdependence and relate these to occupational therapy theory and practice.
10. Communicate effectively in oral, written and technological forms when dealing with clients, families, peers, other professionals and agencies.
11. Consistently demonstrate and show commitment to professional and ethical behavior.

12. Differentiate between the roles of supervision, management, administration and consultation in occupational therapy and assume these roles consistent with entry-level practice.
13. Recognize and analyze the varieties of effective leadership, and demonstrate leadership skills as an entry-level occupational therapist.
14. Value and be prepared to engage in professional life-long learning, including research, to keep abreast of and contribute to new knowledge and issues relevant to occupational therapy.

### Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

### Other Information

Eligibility for the National Certification Examination requires:

1. Master's degree, with a major in occupational therapy.
2. Successful completion of an accredited occupational therapy curriculum; and
3. Successful completion of a minimum of six months of supervised fieldwork.

## Admission

### Requirements

For entrance into the **pre-professional** phase of the Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the **pre-professional** phase of the Occupational Therapy Program should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II. They should emphasize communication skills and course work and activities that give them a feel for the developmental sequences that characterize human life from infancy to old age. Students should be in excellent health to be able to handle the rigors of the program and the professional demands that come after graduation.
2. Applicants to the Department of Occupational Therapy should submit their application materials to the Admissions Office during the fall of the year prior to matriculation. Decisions on applicants will be made on a rolling basis. Qualified students who apply after the fall will be admitted on a space-available basis.
3. A student in the pre-professional phase of the Occupational Therapy Program is encouraged to be a full-time student at the University of New England for his or her first academic year, taking a minimum of 12 credit hours in each semester.
4. A student in the pre-professional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis through a petition to the OT Department. Students should begin the process by making an appointment with their advisor. Before entering the professional program, a student must have completed a 20-hour volunteer experience and all prerequisite courses.

To be accepted into the **professional** program, a student must meet the following requirements:

1. All students who are admitted to the pre-professional OT program as first-year students by the Office of Admissions are guaranteed a spot in the professional program if they then meet the professional program admission requirements.
2. A student admitted into the pre-professional phase of the Occupational Therapy Program must have a 2.5 UNE GPA at the end of the spring semester of the student's first academic year at UNE. A student who does not achieve this GPA will be dismissed from the pre-professional program.
3. A student who receives a cumulative GPA of 3.0 at UNE by the end of spring semester of his/her second year, is in good standing, and who has completed all the required course work, is guaranteed a place in the professional program. OT pre-professional students who have a UNE GPA between 2.75 and 3.0 will compete with transfer students, both internal and external, for the remaining seats.
4. The faculty reserves the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.

## Transfer Students

### Internal Transfer Students

Internal transfer students may apply to admission into the OT program at any time. Interested students should contact the OT Department. Internal transfer students will be held responsible for the UNE core curriculum.

### External Transfer Students

External transfer students must apply through the Enrollment Management office. Students may enter the junior year (professional OT program) on a space available basis, if they have met all the prerequisite course requirements and have at least a 2.75 GPA (3.0 preferred). This group of transfer students is competing for slots with OT majors who have between a 2.75 and a 3.0 GPA.

External transfer students must complete the following courses prior to entry in the professional program:

- English Composition
- Basic Algebra (can be waived if the student passes math exam)
- Biology
- An applied creative art course (e.g. ceramics, pottery, theater production, etc.)
- Physics or Chemistry (either as a combined course or separately). A lab must be included
- Human Development/Lifespan (Two courses are usual but one, if it covers the entire lifespan, is acceptable)
- Introduction to Psychology
- Abnormal Psychology
- Human Anatomy, Physiology and Pathology -- 2 semesters, with lab.
- Introduction to Occupational Therapy. This course, which may be taken on-line, includes medical terminology. (COTAs are exempt from Introduction to OT)
- Sociology
- Statistics
- Research Methods

Exceptions to the above requirements will be considered. Questions regarding these requirements should be directed first to Admissions, then to Jan Froehlich, Advising Coordinator, or to Regi Robnett, Department Director, Department of Occupational Therapy, University of New England.

Transfer students must have a minimum of 60 credits to enter the junior year.

The initial evaluation of transcripts and experiential learning pertaining to a transfer student to determine credit/waiver of prerequisites required for admission to the professional program shall be done by the Registrar's office Credentials Evaluator.

### Curricular Requirements

The five-year curriculum combines a pre-professional core program followed by third- and fourth-year professional courses and a fifth master's year, which includes fieldwork experience at clinical sites in the U.S. and Canada. Students admitted to the program begin as first year occupational therapy majors. After the second year, qualified students are automatically granted admission into the upper-level professional program.

The professional curriculum covers the third, fourth and fifth years (including the fieldwork during the master's year) leading to a master of science degree with a major in occupational therapy.

Occupational therapy students in the five-year master's program will be eligible to receive a bachelor of science degree, with a major in health sciences, upon successful completion of their fourth year of study. They then continue on in their fifth year to pursue a master of science in occupational therapy degree. Only those who complete the fifth year will be considered to graduate with an occupational therapy degree.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, environmental, and sociocultural conditions that may contribute to or interfere with optimum functioning.
3. Medical, psychosocial, and holistic interventions, which may be used to treat these conditions.
4. Occupational therapy procedures and activities, which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
5. Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
6. Occupational therapy practice. A major strength of the occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

### Pre-Professional Occupational Therapy Requirements

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Life Sciences</b>	
BIO 104 - General Biology	4
BIO 245 - General Principles Human Anatomy, Physiology, and Pathology I	4
BIO 345 - General Principles Human Anatomy, Physiology, and Pathology II	5
CHE 125 - Introduction to Chemistry and Physics (Spring Only)	4
ENV 104 - Introduction to Environmental Issues	3
<b>Humanities</b>	
ENG 110 - English Composition	4
*Humanities Exploration course	3
Applied Creative Arts	3
LIL 201 - Human Traditions (English/History)	3
LIL 202 - Human Traditions (History/English)	3

<b>Mathematics</b>	
MAT 120 - Statistics	3
<b>Social and Behavioral Sciences</b>	
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 220 - Social/Cultural Context of Human Development I	3
PSY 270 - Social/Cultural Context of Human Development II	3
*SOC 150 - Introduction to Sociology -or- Social Science Explorations	3
<b>Other Pre-Professional Core</b>	
OTR 201 - Introduction to Occupational Therapy	2
OTR 250 - Introduction to Communication	1
OTR 316 - Research Methods	3
<b>Total</b>	<b>60</b>

\*Students must take six credits of explorations courses, three of which must be in humanities. During the professional program, two advanced humanities (6 credits), one of which must be Ethics, and CIT 400 - Citizenship (1 credit), are taken in the third or fourth year.

### Occupational Therapy Professional Curriculum\*\*

<b>Program/Degree Area</b>	<b>Credits</b>
<b>Fall of Third Year - 15-Week Semester</b> (September - December)	
BIO 302 - Gross Anatomy	6
OTR 301- Foundation of OT	3
OTR 302 - Analysis of Occupational Performance	3
OTR 303 - Biopsychosocial Dimensions of Elders	2
OTR 304 - Biopsychosocial Dimensions of Occupational Performance	2
OTR 350 - Community Practicum I	1
OTR 352 - Group Process/Leadership	1
Credits	18
<b>Spring of Third Year - 15-Week Semester</b> (January - May)	
BIO 404 - Neuroscience	4
OTR 310 - Kinesiology	2
OTR 310L - Kinesiology Lab	0
OTR 311 - Biopsychosocial Dimensions of Adulthood	3
OTR 312 - Occupational Performance in Adulthood	4
OTR 351 - Community Practicum II	2
OTR 353 - Introduction to Problem Based Learning	1
Ethics (PHI or IHH)	3
Credits	19
<b>Fall of Fourth Year - 15-Week Semester</b> (September - December)	
OTR 401 - Biopsychosocial Dimensions of Adolescence and Young Adulthood	3
OTR 402 - Occupational Performance in Adolescence and Young Adulthood	4
OTR 452 - PBL: OT for Young Adults	2
OTR 450 - Community Practicum III	2
OTR 516 - Research Design	2
Elective: Advanced Humanities	3
Citizenship	1
Credits	17
<b>Spring of Fourth Year - 15-Week Semester</b> (January - May)	
OTR 411 - Biopsychosocial Dimensions of Childhood	3
OTR 412 - Occupational Performance in Children	5
OTR 421 - Health Care Management and Delivery	3
OTR 451 - Community Practicum IV	2
OTR 453 - PBL:OT for Children	2
OTR 517 - Research Project II	3
Credits	18
<b>Summer/Fall of Fifth Year- 24 Weeks</b> (July - December)	
OTR 500 - Fieldwork IIA	6
OTR 501 - Fieldwork IIB	6
Credits	12
<b>Spring of Fifth Year</b> (January - April)	
OTR 505 - Advanced Practice Seminar	4

OTR 518 - Research Seminar	1
OTR 519 - Evidence-Based Research Seminar	3
Elective	3-4
OTR 550 - Delivery Systems - Realities of Practice	4
Credits	15-16

**Early Summer of Fifth Year**

(May)	
OTR 530 - Professional Electives	
(Includes 1 cr. Integrating Seminar)	4
Credits	4

**Total** **60**

*\*\* The Occupational Therapy Program faculty reserve the right to change courses or sequences.*

Pre-Professional Credits	60
Credits of Professional Core	67
Total Credits for BS Degree	127
Credits for MS Degree (Including Sr Research and FW )	36
<b>Total Credits for Master of Science Occupational Therapy</b>	<b>163</b>

**Clinical Experience**

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and perhaps more extensive travel for up to two-week time periods during Community Practicums III and IV. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum).

The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in Fieldwork II placements before returning to campus for the master's courses, occasional limitation of fieldwork sites means this may not be possible for all students. All master's students must successfully complete at least one Fieldwork II placement before returning for master's courses. Those who do not complete both full-time fieldwork before master's year courses must complete the second one after the master's year May term.

**Research**

Students take two research courses during their senior year that count toward their graduate program (OTR 516 and OTR 517). In these courses, students will complete a small-group research project and present their findings. During their graduate year, they complete the research sequence (OTR 518 and OTR519).

**Fieldwork**

Two levels of fieldwork experience are established in the *Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist* and in the *Essentials and Guidelines of an Approved Educational Program for the Occupational Therapy Assistant*.

**LEVEL I**

Level I Fieldwork experience, as required by the *Essentials*, includes experience designed as an integral part of didactic courses for the purpose of directed observations and participation in selected field settings. These experiences are not expected to emphasize independent performance, nor are they considered substitutes for or part of sustained Level II Fieldwork experience.

Level I Fieldwork experience is required of both occupational therapy and occupational therapy assistant students by the *Essentials*. It is the prerogative of the academic educational program to establish the nature or amount of Level I Fieldwork required. Consequently, requirements may vary among academic programs and the actual fieldwork experiences may be implemented in a number of different ways.

Supervision must be provided by qualified personnel. They may include occupational therapy personnel and other appropriate personnel such as teachers, social workers, public health nurses, ministers, probation officers, and physical therapists.

Level I Fieldwork experience, which initially provides the student with exposure to clinical practice through observation, progresses with increasing expectations of the student to demonstrate skills in the use of selected evaluation or treatment procedures; gather and organize data; and examine reactions to clients and patients, self, personnel, and the profession. Generally the fieldwork education center provides observational opportunities, "hands on" experience as appropriate, feedback to the student, and learning tasks as appropriate. The center cooperates with academic assignments and provides a written evaluation of the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behavior, and individual and group participation with patients and clients. The fieldwork education center provides the opportunity for the following:

1. basic exposure, observation, and experience with clients and patients served or potentially served by occupational therapy;
2. observation and description of treatment, evaluation, and behavior of clients and patients;
3. recognition and description of conditions abilities and disabilities; and
4. identification of role functions of the OTR and COTA in various treatment settings.

The student is expected to develop skills and abilities in the following:

1. demonstrating professional work habits;
2. establishing meaningful and comfortable relationships with clients and patients;
3. establishing positive working relationships with staff;
4. demonstrating good judgment in seeking assistance, responding to feedback, and conducting himself or herself ethically and with appropriate courtesy and attitudes in patient/client and staff relationships;
5. formulating general therapeutic goals and objectives;
6. communicating in writing clearly, concisely, and professionally; and
7. assisting in therapeutic activity process.

### LEVEL II

Level II Fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in delivery of occupational therapy service to patients/clients. The *Essentials* require Level II Fieldwork experience for both occupational therapy and occupational therapy assistant students.

Requirements established in the *Essentials* for Level II Fieldwork specific to occupational therapy students include the following:

1. a minimum of six months (24 weeks, full time) of Level II Fieldwork experience, preferably with at least three months on a full-time sustained basis;
2. completion of all fieldwork experience no later than 24 months following completion of academic preparation;
3. direct supervision provided by a registered occupational therapist with at least one year of experience.

## Program Standards

### Progression Requirements

All students must pass all professional courses with a "C-" or better unless a higher grade is otherwise specified in the course syllabus.

If a student receives an "F" in any course, 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.

### Pre-Professional

A student in the pre-professional phase of the occupational therapy program who receives an F in any college level course will be dismissed from the pre-professional program. If a student receives a D in one (1) course, he or she will need to follow the guidelines outlined in the OT student handbook, which is given out during the student's first semester.

There are three options:

1. If a student retakes the course off campus, receiving a grade of C- or better, the D is waived although the new grade will not be figured into the UNE GPA. Students are strongly encouraged to repeat the course, preferably at UNE whenever possible.
2. If the D is not retaken and the student receives a second D in either a pre-professional course OR a professional level course, he/she is dismissed from the OT program.
3. If the course is repeated at UNE, the new grade will replace the old grade, even if it is lower. If the new grade is a D, the D stands and the course may not be retaken a third time. Any further grade of D results in dismissal. If the new grade is an F, the student will be dismissed from the OT program.

### Professional

All students admitted into the professional undergraduate program must receive a minimum grade of 1.75 (C-), based on a 4.0 grading system in every course.

Students should remain aware of the University calendar with regard to withdrawal timetables, and should meet regularly with their advisor if they are experiencing any academic difficulties.

All students must have an overall GPA of 2.75 to continue each successive year of the program. If a 2.75 GPA is not maintained the student has the right to take a one-year leave of absence (LOA) from the OT program and petition for re-admission to the OT program as stated below.

All students must pass all undergraduate professional courses with a C- or better. A student who receives one D, or withdraws from a professional level course, must retake that course and pass with a C- or better. A student who receives an F, a FI, or two Ds will be dismissed from the OT program. The student who wishes to be considered for readmission into the program must take a one-year leave of absence and must petition the Occupational Therapy Department after six months with one of the following options:

Option 1: May rejoin program at the point interrupted if the student completes the following:

1. The student should meet with his/her advisor to begin the petition process. The student may formally petition the OT department after six months following the start of the LOA. Students are encouraged to remain at UNE to take additional courses and to work on and receive support for their remediation plans.
2. The petition needs to include a plan to accomplish the following:

- a) Retake and pass with a C- or better the undergraduate professional level course(s) they previously attained D in.
- b) Pass any additional college level courses taken during the LOA with a C- or better.
- c) Demonstrate, with evidence, that any factors which previously interfered with academic performance have been addressed and are in process of resolution.
- d) Develop a plan that discusses academic problems and includes behavioral changes which will support academic success.

3. Upon acceptance of a petition the student shall have the remaining six months of the years LOA to demonstrate that:

- He/she has implemented the plan.
- Has completed parts 2a and 2b.
- Has made substantial documented progress toward accomplishing 2c and 2d.

Examples of issues which might be addressed in 2c and 2d are:

- Utilization of the Learning Assistance Center.
- Addressing weaknesses in documentation and communication skills.
- Addressing any learning disability issues through evaluation and the development of a learning plan.
- Others as appropriate.

Note: Acceptance of a petition will also be dependent upon the size of the class to which the student will return.

### Completion Timeline

A student may at any time in the course of his/her study in the Occupational Therapy Program elect to petition for a modification in the normal program of study as outlined by the Occupational Therapy Department.

### Request for Excused Class Absences

Each instructor will develop an individual policy for her/his particular course.

### Change of Advisor

A student or faculty member may at any time request a change of advisor for a student.

## Academic Policy

### Registration/Add/Drop

University registration policies are followed. Each student should meet with his or her advisor prior to signing up for courses.

### Student Responsibility for Meeting Requirements

Students are ultimately responsible for insuring that all required courses and credits are completed for and prior to graduating at both the undergraduate and graduate levels.

### Course Withdrawal

Students should contact their advisor if they are having any difficulty in a course as there are usually options regarding how to proceed. Course withdrawals should be discussed with the faculty advisor after the initial drop period.

## Grading

Occupational Therapy Department Grading Scale

A	94-100	Outstanding	Proficient
A-	90-93	Excellent	Proficient
B+	87-89		Competent
B	84-86		Competent
B-	80-83		Competent
C+	77-79		Marginal
C	74-76		Marginal
C-	70-73		Failing
D	60-69		Failing
F	below 60		Failing

Further explanation of grading standards:

- An A grade represents a more thorough and integrative presentation of the material. It demonstrates original thought and use and/or expands and synthesizes additional information.
- A B grade is given for achieving the requirements of a specific assignment.

A student may appeal a grade received in the Occupational Therapy Professional Program if, for any reason, the grade is felt to be unfairly awarded. To do this the student must first submit their justification of the perceived unfairness to the faculty member who is coordinating the course involved. This must be done within 30 days after the final class period or final exam. If the issue cannot be resolved to the student's satisfaction, the student may submit their appeal, in writing, at the next scheduled faculty meeting. The issue will be discussed and the Department Director shall submit to the student, in writing, the decision reached by the faculty concerning the appeal. A copy of this action will be placed in the student's permanent file. If the student is not satisfied with the Department's decision, the appeal may then be taken to the Dean's office for further consideration.

### Incomplete Grades

A student may request an incomplete grade for a course from the primary instructor based on individual needs. If the instructor grants an "incomplete," the student will have until 6 weeks to finish the work required for a change to a letter grade. The requirements for completion of the course will be determined between the individual student and the instructor. Failure to complete the work before the deadline date results in an administrative F (fail) which will result in dismissal from the program. This policy excludes Level II Fieldwork (OTR 500, 501, 502)

### Exam Retakes

If a student receives a grade less than C- on a particular exam in an occupational therapy course in the professional program, a retake exam may be given at the discretion of the faculty. If the student passes the retake exam, a grade of C- will be recorded for that exam. A second retake may be given also at the discretion of faculty members. If a student does not pass a second retake, the student will be placed on academic probation. If the student does not achieve a passing score after a second retake on another exam in the same course, the student will be automatically withdrawn from the course.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and travel. For specific information regarding tuition and fees, please consult the [Graduate Financial Information](#) page of this catalog.

### Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and Fieldwork II requirements. Fieldwork and travel expenses are estimated. Actual expenses are dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the occupational therapy academic fieldwork coordinator.

Tuition for 12 credits of fieldwork is included in the fifth-year tuition. Fieldwork is a prerequisite for the National Certification Exam, which is required in order to practice as an Occupational Therapist Registered. A third, optional fieldwork experience may be elected after the fifth year at continuing education rates.

Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

<b>Estimated Additional Expenses</b>	<b>3rd Yr</b>	<b>4th Yr</b>	<b>5th Yr</b>
Books and Supplies	\$800	\$800	\$600
Fieldwork Travel	400	400	2,000*
Fieldwork Housing	-	-	3,600*
Student Malpractice Ins	\$75	\$75	\$75
Totals	\$1,270	\$1,270	\$6,220

\*includes 6 months Fieldwork II

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the [Financial Aid website](#).

## Graduation Requirements

Students must successfully complete all undergraduate courses listed, prior to undergraduate graduation and all graduate courses listed, prior to masters graduation.

## Faculty

Robnett, Regula (Director)  
M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German; Fulbright Scholar, Freie Universitaet Berlin.

Associate Professor

Croninger, William M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy.	Associate Professor
DeBrakeleer, Betsy A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant.	Clinical Fieldwork Coordinator
Froehlich, Jeanette M.S.O.T., Sargent College of Allied Health Professions, Boston University-Occupational Therapy; B.S., University of New Hampshire-Physical Education, PrePhysical Therapy and Psychology.	Associate Professor
Kimball, Judith Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy.	Professor
Loukas, Kathryn M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado- Recreation.	Assistant Professor
MacRae, Nancy M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire- Occupational Therapy.	Associate Professor
O'Brien, Jane Clifford Ph.D., University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing.	Assistant Professor
Roberts, Michael M.S., Boston School of Occupational Therapy, Tufts; B.A., College of Holy Cross- Biology, Pre- Med	Assistant Clinical Professor
Walrath, Molly (Coordinator of Community OT Clinic) M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy.	Clinical Assistant Professor

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Post-Professional Occupational Therapy

**Degree:** Master of Science (M.S.), Post-Professional Occupational Therapy

**College:** Health Professions

**Department:** Occupational Therapy

**Contact:** Judith G. Kimball, Ph.D. (207) 602-2234

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### Program Information

#### Overview

The American Occupational Therapy Association (AOTA) has mandated that by 2005, Post Baccalaureate be the entry level for a degree in Occupational Therapy (OT). Many OTs who graduated before 2005 received their entry level OT education at the Baccalaureate level. Although they will be grandfathered to practice OT, many of them feel pressure to compete with new graduates, therefore desire to have a MS degree. Others find that a masters degree puts them in a higher salary category. This is especially true of therapists who work in school systems.

#### Mission Statement

The OT Department's mission for its Entry Level Masters program is to educate occupational therapy students who will use knowledge, skills, and values to provide exemplary occupation-based practice while assuming leadership roles at the local, state, and national levels. For the Post Professional Masters program we add to the mission fostering the development of theory and research to further the validation of the OT profession.

#### Program Goals

1. To offer the opportunity for BS educated OTs to obtain a MS degree.
2. Student Outcomes: At the completion of the Post Professional OT Masters Program students will be able to:
  - Evaluate and use professional literature to make informed practice decisions.
  - Contribute to the development of a body of knowledge in occupational science and occupational therapy practice.
  - Compare, analyze and synthesize the varied models of practice and frames of reference in OT that validate the science of occupation.
  - Evaluate personal expertise in their chosen specialty area of OT practice.
  - Demonstrate scholarly habits which serve as a basis for a commitment to life long learning.
  - Demonstrate entrepreneurial and advocacy skills for advancing OT in the health care and wellness environments.
  - Integrate more advanced academic knowledge with their previously developed clinical expertise to promote advancement of OT theory and practice.
  - Carry out an individual research project and prepare its findings for publication.
  - Evaluate the roles of OT in, and their participation in, interdisciplinary teams and groups whose goals are the advancement of health and healing.

#### Accreditation

There are NO accreditation requirements for post professional programs.

#### Other Information

Expectations for MSPOT students are consistent with those of UNE graduate programs including:

- Adult learning behaviors
- Respect for existing knowledge and skills
- Learning which emphasizes reflection, analysis, evaluation and synthesis
- Partnerships of learning among faculty, peers and student
- Intellectual freedom, dialogue and dissemination of knowledge
- Opportunities for choice in pursuing advanced knowledge
- Professional leadership

- Further development of research skills and abilities
- Further development of the skills necessary to disseminate knowledge

## Admission

### Requirements

UNE OT graduates who had a graduation GPA of 2.75 may be admitted directly into the program without transcript review. Admission depends on faculty availability to supervise student research. Non-UNE graduates will need to submit a transcript of their OT professional education for evaluation.

## Transfer Credit and Advanced Standing

### Transfer Credit

Students requesting transfer credit must submit their transcript and copies of the course descriptions to the OT faculty for review.

### Advanced Standing

All UNE OT graduates receive 5 credits for previously taking the research project courses, OTR 416 and 417 (now called OTR 516 and 517).

## Curricular Requirements

### UNE Graduates:

<u>Course#</u>	<u>Course Name</u>	<u>Credits</u>
OTR 416-417	Transfer credit (previously taken research courses)	5
OTR 518	Research Project III	1
OTR 519	Research	3
OTR 620	Directed Study in Research I	2
OTR 622	Directed Study in Research II	1
OTR 550	Delivery Systems	4
OTR 505	Advanced Practice Seminar*	4
OTR 530	OT Professional Electives (May term)	4
Electives	Student builds an independent major area	12
<i>* choice of 3-4 topics offered each spring semester</i>		
<b>Total</b>		<b>36</b>

### For non UNE graduates:

No previous credit for OTR416-417. Students will take 3 credits of directed study beyond OTR 620 and 622 to develop and submit an individual research proposal for IRB approval and to carry out the project. Extra elective credit are also required to reach the 36 credits for the degree.

## Program Standards

Each student is assigned a doctorally trained advisor who will work with him/her to develop an individual educational plan and an individual research project.

Students must attain a B- (80%) or better in every graduate course. Students with a grade below 80% in a course will be required to repeat that course.

## Academic Policy

### Registration/Add/Drop

University registration policies are followed. Each student must meet with his or her advisor prior to signing up for courses. All courses taken need to be on the student's individual educational plan which is developed with his/ her advisor.

### Course Withdrawal

Student should meet with their advisor prior to dropping any course.

### Grading

Occupational Therapy Department Grading Scale

A	94-100	Outstanding	Proficient
A-	90-93	Excellent	Proficient
B+	87-89		Competent
B	84-86		Competent
B-	80-83		Marginal
C+	77-79		Failing
C	74-76		Failing
C-	70-73		Failing
D	60-69		Failing
F	below 60		Failing

Further explanation of grading standards:

- An A grade represents a more thorough and integrative presentation of the material. It demonstrates original thought and use and/or expands and synthesizes additional information.
- A B grade is given for achieving the requirements of a specific assignment.

A student may appeal a grade received in the Occupational Therapy Professional Program if, for any reason, he/she feels that the grade was unfairly awarded. To do this the student must first submit his/her justification of the perceived unfairness to the faculty member who is coordinating the course involved. This must be done within 30 days after the final class period or final exam. If the issue cannot be resolved to the student's satisfaction, the student may submit his/her appeal, in writing, at the next scheduled faculty meeting. The issue will be discussed and the Department Director shall submit to the student, in writing, the decision reached by the faculty concerning the appeal. A copy of this action will be placed in the student's permanent file. If the student is not satisfied with the Department's decision, the appeal may then be taken to the Dean's office for further consideration.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and travel. For specific information regarding tuition and fees, please consult the [Graduate Financial Information](#) page of this catalog.

### Lab Fees

Research lab fee \$100

### Equipment

No additional equipment is needed for OT courses. Research might require something specific depending on the project selected.

### Books

As assigned for courses.

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

## Graduation Requirements

36 graduate credits including completion of an independent research project. The student must attain a minimum grade of B- in each course.

## Faculty

Kimball, Judith G. (Post-Professional Graduate Coordinator) Ph.D., Syracuse University-School Psychology; Certificate in Marriage and Family Therapy, NE Family Institute, Portland, Maine; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy.	Professor
O'Brien, Jane Clifford Ph.D., University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing.	Assistant Professor
Robnett, Regula M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German. Fulbright Scholar, Freie Universitaet Berlin.	Associate Professor

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## Physical Therapy

**Degree:** Doctor of Physical Therapy (DPT)

**College:** Health Professions

**Department:** Physical Therapy

**Contact:** University of New England, Graduate Admissions Office, 716 Stevens Avenue, Portland, ME 04103, 207-221-4225 or 800-477-4863.

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## Program Information

### Overview

The professional education program in physical therapy is an eight semester course of study culminating in the Doctor of Physical Therapy (DPT) degree. The curriculum begins with the foundational sciences through which the student studies normal human structure and function. From this critical underpinning, the student undertakes, through an integrated study of body systems, an evidence-based approach to the study of the various pathological conditions that interfere with function, the associated psychosocial impact, the relevant medical and surgical interventions, and the physical therapy tests, measures, and interventions utilized within the patient/client management model. The student is also introduced to the physical therapist's role in prevention and wellness, health promotion, education, consultation, scholarly inquiry, legislation and policy-making, and administration. The student may also explore in depth an area of physical therapy practice through elective courses. Moreover, a student may work under the mentorship of a faculty member to pursue their interest in scholarly inquiry in the research track.

Students complete three full-time clinical practica, totaling 36 weeks of clinical experience, integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients. Some 240 clinical sites around the United States are available to provide a broad base of experiences in a variety of settings. The sites represent the continuum of health care practice settings including acute care hospitals, rehabilitation hospitals, outpatient private practices, ambulatory care centers, skilled nursing facilities, school/preschool programs, and home health care.

### Mission Statement

To advance the profession of physical therapy by educating physical therapy graduate students for contemporary practice and by contributing to research, interdisciplinary collaboration, community and professional service, and clinical practice. We are committed to evidence-based, interdisciplinary, and life-span care for the diagnosis, prevention, and intervention of movement impairments, functional limitations and disabilities.

### Program Goals

The primary educational goal of the program is to prepare the graduate for autonomous practice wherein physical therapists are recognized by consumers and other health care professionals as the practitioners of choice...for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health. (American Physical Therapy Association Vision Statement 2020) To achieve this goal, the faculty has identified the following six general program goals:

The goals are to:

1. Prepare students to fulfill the roles of the contemporary physical therapist (APTA Vision Statement 2020).
2. Contribute to professional and community organizations.
3. Advance the body of knowledge of physical therapy.
4. Develop partnerships with other departments within the University and with the external community for teaching, scholarship and service.
5. Enable faculty to maintain currency in issues of contemporary physical therapy through clinical practice, lifelong learning and professional development.
6. Provide physical therapy services to the community.

### Accreditation

The Physical Therapist Education Program at the University of New England was granted accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE)\* through 2012. The program has been an accredited program since its beginnings (first graduating class in 1984). The program, through its policies and procedures, is committed to assuring compliance with the evaluative criteria established by CAPTE.

\*Commission on Accreditation in Physical Therapy Education  
1111 North Fairfax Street  
Alexandria, Virginia 22314

Email: [accreditation@apta.org](mailto:accreditation@apta.org)

Phone: (703)-684-2782 or (703)-706-3245

## Admission

### Requirements

The faculty in the Department of Physical Therapy value a class comprised of students with diverse educational backgrounds and life experiences. Individuals with a bachelor's degree from any accredited institution are encouraged to apply for admission to the DPT program. To be considered for admission to the DPT program, the applicant must:

1. Have a distinguished record of excellence and achievement in college as established by GPA, extracurricular activities, community involvement, GRE scores, and letters of recommendation.
2. Successfully complete the following prerequisite courses:
  - 4 Credits of Biology<sup>1</sup>
  - 4 Credits of Anatomy<sup>1 2</sup>
  - 4 Credits of Physiology<sup>1 2</sup>
  - 8 Credits of Chemistry<sup>1</sup>
  - 8 Credits of Physics<sup>1</sup>
  - 6 Credits of Psychology (to include General/Introductory)
  - 3 Credits of Statistics

#### Notes:

<sup>1</sup> Courses must include a laboratory component and be taught from the science department of the institution. Survey courses taught in non-science departments will not satisfy the requirements.

<sup>2</sup> A two-semester sequence of anatomy and physiology will satisfy these requirements.

### Policies and Procedures

Applications for admission into the Doctor of Physical Therapy program must be in the Admissions Office by February 1st. Candidates interested in applying for early decision must have all application materials in the Admissions Office by December 1st.

### Health Information

Students are required to complete the Physical Therapy Health Information Form and demonstrate proof of cardiopulmonary resuscitation certification at least two months prior to all scheduled clinical education experiences. Students are required to undergo a Criminal Background Check for all programs in the College of Health Professions. Students are responsible for ensuring they are in compliance with the requirements at their assigned clinical sites. In some cases the actual requirements may exceed the program requirements. For example, a site may require a varicella titer, an additional criminal background check or drug testing. Failure to complete the specified requirements in a timely manner may result in a student's clinical experience being delayed or canceled. *Expenses associated with the requirements are the responsibility of the student.*

## Transfer Credit and Advanced Standing

### Transfer Credit

Requests for consideration of transfer credit will be handled on a case by case basis.

### Advanced Standing

Requests for consideration of advanced standing will be handled on a case by case basis.

## Curricular Requirements

The Doctor of Physical Therapy Program is eight semesters in length and includes a combination of classroom course work, laboratory coursework, and three, full-time clinical practica.

### Required Courses

### Credits

BIO 502 - Gross Anatomy	6
BIO 504 - Neuroscience	4
PTH 501 - Foundations of PT Practice I	3
PTH 502 - Kinesiology	5
PTH 503 - Normal Development	2
PTH 505 - Professional Issues 1 – Professional Socialization and Communication	2
PTH 506 - Psychosocial Aspects of Disability and Illness	1
PTH 507 - Introduction to Clinical Medicine	1
PTH 508 - Pathology and Medical Management – Musculoskeletal System	2
PTH 509 - Foundations of PT Practice II	3
PTH 511 - PT Management of Patients with Disorders of the Musculoskeletal System - Upper Quarter	3
PTH 513 - PT Management of Patients with Disorders of the Musculoskeletal System - Lower Quarter	3
PTH 514 - Scientific Inquiry 1	2
PTH 516 - Pathology and Medical Management - Cardiovascular and Pulmonary Systems	1
PTH 517 - PT Management of Patients with Disorders of the Musculoskeletal System - Spine	3
PTH 522 - PT Management of Patients with Disorders of the Cardiovascular and Pulmonary Systems	4

PTH 523 - Professional Issues 2 – Administration	2
PTH 524 - Clinical Education Seminar	1
PTH 601 - Clinical Practicum 1	8
PTH 602 - Scientific Inquiry 2	2
PTH 603 - Pathology and Medical Management – Neuromuscular System	3
PTH 604 - PT Management of Children with Disorders of the Neuromuscular System	5
PTH 605 - PT Management of Adults with Disorders of the Neuromuscular System	7
PTH 606 - Research Proposal*	2
PTH 607 - Clinical Practicum 2	8
PTH 608 - Case Study 1*	2
PTH 701 - Pathology and Medical Management – Integumentary System	1
PTH 702 - Professional Issues 3 - Education and Consultation	2
PTH 703 - PT Management of Patients with Disorders of the Integumentary System	4
PTH 704 - Disease Prevention and Health Promotion	2
PTH 705 - Research Project*	2
PTH 706 - Professional Issues 4 - Legislative and Regulatory Issues	2
PTH 707 - Clinical Practicum 3	8
PTH 708 - Case Study 2*	2
<b>Total Credits Required</b>	<b>104</b>

\*NOTE: Students complete either PTH 608 and PTH 708 (Case Study 1 & 2) OR PTH 606 and PTH 705 (Research Proposal and Research Project)

### Optional Courses

Electives	1-12
<i>Curriculum is subject to change</i>	

### Curriculum by Semester

<b>YEAR 1</b>	<b>Credits</b>
<b>AY1 – Fall</b>	<b>17</b>
BIO 502 - Gross Anatomy	6
PTH 501 - Foundations of PT Practice 1	3
PTH 502 - Kinesiology	5
PTH 505 - Professional Issues 1 –Professional Socialization and Communication	2
PTH 507 - Introduction to Clinical Medicine	1
<b>AY1– Spring</b>	<b>16</b>
PTH 503 - Normal Development	2
PTH 506 - Psychosocial Aspects of Disability and Illness	1
PTH 508 - Pathology and Medical Management – Musculoskeletal System	2
PTH 509 - Foundations of PT Practice II	3
PTH 511 - PT Management of Patients with Disorders of the Musculoskeletal System – Upper Quarter	3
PTH 513 - PT Management of Patients with Disorders of the Musculoskeletal System – Lower Quarter	3
PTH 514 - Scientific Inquiry 1	2
<b>YEAR 2</b>	
<b>AY2 – Summer</b>	<b>15</b>
BIO 504 - Neuroscience	4
PTH 516 - Pathology and Medical Management – Cardiovascular and Pulmonary Systems	1
PTH 517 - PT Management of Patients with Disorders of the Musculoskeletal System – Spine	3
PTH 522 - PT Management of Patients with Disorders of the Cardiovascular and Pulmonary Systems	4
PTH 523 - Professional Issues 2 – Administration	2
PTH 524 - Clinical Education	1
<b>AY2 – Fall</b>	<b>10</b>
PTH 601 - Clinical Practicum 1	8
PTH 602 - Scientific Inquiry 2	2
<b>AY2 – Spring</b>	<b>15–18</b>
PTH 603 - Pathology and Medical Management Nervous System: Children and Adults	3
PTH 604 - PT Management of Children with Disorders of the Neuromuscular System	5
PTH 605 - PT Management of Adults with Disorders of the Neuromuscular System	7
PTH 606 - Research Proposal*	2
<i>Optional Courses</i>	
Electives	1-3
<b>YEAR 3</b>	
<b>AY3 – Summer</b>	<b>8-13</b>
PTH 607 - Clinical Practicum 2	8
PTH 608 - Case Study 1 *	2
<i>Optional Courses</i>	
Electives	1-3
<b>AY3 – Fall</b>	<b>11-14</b>
PTH 701 - Pathology and Medical Management – Integumentary System	1
PTH 702 - Professional Issues 3 – Education and Consultation	2
PTH 703 - PT Management of Patients with Disorders of the Integumentary System	4
PTH 704 - Disease Prevention and Health Promotion	2
PTH 705 - Research Project*	2

PTH 708 - Case Study 2*	2
<i>Optional Courses</i>	
Electives	1-3
<b>AY3 – Spring</b>	<b>10-13</b>
PTH 706 - Professional Issues 4 – Legislative and Regulatory Issues	2
PTH 707 - Clinical Practicum 3	8
<i>Optional Courses</i>	
Electives	1-3

*\*NOTE: Students complete either PTH 608 and PTH 708 (Case Study 1 & 2) OR PTH 606 and PTH 705 (Research Proposal and Research Project)  
Curriculum is subject to change*

## Program Standards

The Department of Physical Therapy, the College of Health Professions, and the University of New England are committed to offering a quality physical therapist education program that complies with the evaluative criteria of the Commission on Accreditation in Physical Therapy Education (CAPTE). The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of physical therapy.

## Academic Policy

The [University of New England Student Handbook](#) contains policies and procedures, including the University Conduct Code that applies to all students at the University. Students are also expected to abide by the American Physical Therapy Association's (APTA) [Guide for Professional Conduct](#) and the APTA's [Code of Ethics](#). You will note that many of the policies described in the UNE Student Handbook are congruent with the APTA's Guide for Professional Conduct and Code of Ethics.

In addition to those policies and procedures described in the above documents, students must complete, with a grade of "B-" or higher, all academic courses that meet the requirements for graduation. Students who earn a grade of "C+" or lower in any of these courses must re-take the course and earn a "B-" or better. Because of the sequential nature of the curriculum and the fact that most courses are only offered once during a given academic year, the need to retake courses will, in most cases, result in extending the time to program completion by one year. If the student does not earn a "B-" or better in re-taking the course, the student will be dismissed from the DPT program.

All DPT students must earn a grade of "pass" in the following courses:

- PTH 601 – Clinical Practicum 1
- PTH 607 – Clinical Practicum 2
- PTH 707 – Clinical Practicum 3

If a student does not earn a grade of "pass" in these courses, the student must re-take the course and earn a "pass". If the student does not receive a "pass" when re-taking the course, the student will be dismissed from the DPT program.

Students will be expected to abide by additional course policies (e.g. attendance policies, etc.) established by individual faculty members. Failure to abide by the conduct code described above, course policies or Department policies may result in disciplinary action.

Student appeals will follow the appeal process outlined in the UNE Student Handbook. This Handbook stipulates that appeals will only be accepted by the Dean's office if the student has exhausted all required procedural options. Grievances with a faculty member must be appealed to the faculty member. Questions about procedural options should be directed to the Department Director.

## Financial Information

### Tuition and Fees

For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Equipment

All students are required to have access to high-speed internet service. It is recommended that students have their own laptop computers with the capability of utilizing Web CT or similar on-line education format.

### Other Expenses

Other expenses will include textbooks and lab fees in some courses. Students should also anticipate transportation, housing and living expenses during clinical practica.

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the [Financial Aid website](#).

### Department Financial Awards & Graduate Assistantships

The DPT program offers Academic Achievement Awards to students based on academic merit. The DPT program also offers up to three Graduate Assistantships each year.

## Graduation Requirements

Conferring of the Doctor of Physical Therapy degree is contingent upon the successful completion of academic and clinical coursework to include a total of 104 academic credits.

## Faculty

For information on individual faculty members, please visit the [program website](#).

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Post-Professional Physical Therapy

**Degree:** Doctor of Physical Therapy (DPT)

**College:** Health Professions

**Department:** Physical Therapy

**Contact:** University of New England, Graduate Admissions Office, 716 Stevens Avenue, Portland, ME 04103, 207-221-4225 or 800-477-4863

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### Program Information

#### Overview

The Post Professional or Transitional Doctor of Physical Therapy program culminates in the DPT degree and is “conferred upon completion of a structured post professional educational experience that results in the augmentation of knowledge, skills, and behaviors to a level consistent with the current professional (entry-level) DPT standards. The t-DPT degree enables the US-licensed physical therapist to attain degree parity with therapists who hold the professional DPT by ‘filling in’ any gaps between their professional baccalaureate or master’s degree PT education and the current professional DPT degree education.”<sup>1</sup> The post professional (DPT-P) program at UNE is a logical extension of curricular offerings from the Physical Therapy Department serving the needs of our program graduates as well as graduates from other accredited baccalaureate or master’s degree programs.

<sup>1</sup> [Doctor of Physical Therapy \(DPT\) Degree Frequently Asked Questions.](#)

#### Mission Statement

To advance the profession of physical therapy by educating physical therapy graduate students for contemporary practice and by contributing to research, interdisciplinary collaboration, community and professional service, and clinical practice. We are committed to evidence-based, interdisciplinary, and life-span care for the diagnosis, prevention, and intervention of movement impairments, functional limitations and disabilities.

#### Program Goals

The DPT-P program at the University of New England is designed to:

- Offer physical therapists with a previously obtained baccalaureate or master’s degree the opportunity to update their knowledge base in areas within the profession that have been augmented over the past five to 10 years as reflected in the current DPT degree curriculum.
- Support physical therapists who wish to better position themselves as autonomous health care providers by enhancing their current knowledge base in a variety of areas, including evidence-based practice, clinical decision-making, management sciences, prevention and wellness, and health care policy.
- Provide an interactive and flexible distance education environment to meet the learning needs of today’s busy clinician.

#### Accreditation

The University of New England is accredited by the New England Association of Schools and Colleges.

### Admission

#### Requirements

All applicants to the DPT-P program must have a baccalaureate or master's degree in physical therapy from a program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

#### Procedures and Policies

Applications for admissions to the DPT-P program are reviewed twice per year. The application deadline for the Fall start date is August 15. The application deadline for the Spring start date is December 31.

### Transfer Credit and Advanced Standing

#### Transfer Credit

Transfer credit for up to one course requirement may be granted by demonstration of course equivalency. Criterion for course equivalency is successful completion (B- or higher grade) of an equivalent graduate level course that addresses the educational outcomes of the program course. All requests for transfer credit will be reviewed by the Department Admissions Committee.

#### Advanced Standing

Advanced Standing is not applicable to this program.

## Curricular Requirements

The DPT-P program is an on-line educational experience, requiring the successful completion of six courses totaling 18 credit hours. Courses may be completed in any sequence with the exception of the Capstone course, which must be taken after successful completion of all other courses.

Curriculum subject areas and credit hours are listed below:

Pharmacology	3 credits
Management Sciences	3 credits
Clinical Reasoning and Evidence-Based Practice	3 credits
Prevention, Health Promotion and Wellness	3 credits
Legislation and Policy	3 credits
Capstone in Clinical Practice	3 credits

## Program Standards

The educational outcomes of the DPT-P program are based on many of the consensus-based competencies for the post-professional DPT graduate published by the [APTA](#).

## Academic Policy

The University of New England (UNE) [Student Handbook](#) contains policies and procedures, including the University Conduct Code that applies to all students at the University. Students are also expected to abide by the American Physical Therapy Association's (APTA) [Guide for Professional Conduct](#) and the APTA's [Code of Ethics](#). You will note that many of the policies described in the UNE Student Handbook are congruent with the APTA's Guide for Professional Conduct and Code of Ethics.

Students will be expected to abide by additional course policies established by individual faculty members. Failure to abide by the conduct code described above, course policies or Department policies may result in disciplinary action.

## Grading

In addition to those policies and procedures described in the above documents, students must complete, with a grade of "B-" or higher, all academic courses in the DPT-P curriculum. Students who earn a grade of "C+" or lower in any of these courses must re-take the course and receive a "B-" or better. If the student does not receive a "B-" or better in re-taking the course, the student will be dismissed from the DPT-P program.

## Registration/Add/Drop

Registration for courses will be on a first-come, first-serve basis until maximum enrollment is met. Students will be able to register for classes only after matriculation into the program.

## Completion

The DPT-P curriculum must be completed within three years of starting the program.

## Financial Information

### Tuition and Fees

For information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog. Payment for classes will be due at the time of registration. Students registered in classes that are cancelled because of insufficient enrollment will receive full reimbursement of the course fee.

### Equipment

All students are required to have access to high-speed internet service. It is recommended that students have their own laptop computers with the capability of utilizing Web CT or similar on-line education format.

### Books

Textbooks as assigned by faculty.

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

## Graduation Requirements

Conferring of the Doctor of Physical Therapy degree is contingent upon successful completion of the 18 credits of academic coursework in the DPT-P curriculum

## Faculty

For more information on faculty members, please visit the [program website](#).

## Notice and Responsibilities Regarding this Catalog

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## Physician Assistant

**Degree:** Master of Science (M.S.), Physician Assistant

**College:** Health Professions

**Department:** Physician Assistant

**Contact:** Please call: 1-800-477-4UNE or 207-221-4398 for further information. Applications are available online from Central Application Service for Physician Assistants (CASPA) [www.caspaonline.org](http://www.caspaonline.org).

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## Program Information

### Overview

The Master of Science - Physician Assistant Program (MSPA) has been planned to effectively utilize faculty expertise from the University's three colleges. Some faculty hold joint appointments with responsibility for teaching medical and physician assistant students as well as other health profession matriculants. Similarly, physician assistant candidates will receive clinical supervision as part of an integrated team of health providers. It is our expectation that these collaborative strategies toward teaching and learning will ultimately result in high quality, cost-effective health care delivery, particularly in medically underserved regions of New England.

Upon successful completion of the Physician Assistant Program, the University of New England awards the master of science degree. The program operates on a twenty-four month full-time calendar, beginning in mid-June of each year with a new incoming class.

### Mission Statement

The mission of the University of New England Physician Assistant Program is to prepare master primary care physician assistants who will practice with physicians and other members of the health care team. Special emphasis is placed on educating clinicians who will provide healthcare to rural and urban underserved populations. The University of New England is committed to developing practitioners who are skilled in primary medical care, geriatrics, health promotion and public health practice.

### Graduate Professional Competencies

The mission of the Program is accomplished by having graduates who meet the goals of the educational process. Graduates of the Physician Assistant Program will:

- Understand the basic sciences of anatomy, physiology and pathophysiology and be able to utilize this knowledge in the diagnosis and treatment of diseases.
- Understand the principles of pharmacotherapeutics and to apply them in the treatment of patients.
- Elicit a detailed, accurate history and perform a thorough physical examination.
- Understand how to order and interpret appropriate diagnostic tests in a cost efficient manner.
- Present patient data and document it appropriately in the medical record.
- Provide quality acute and ongoing patient care by appropriately delineating patient problems and by formulating and implementing patient management plans, including referrals to other healthcare providers and agencies.
- Perform or assist in the performance of diagnostic and therapeutic procedures, and manage or assist in the management of medical and surgical conditions, particularly in life threatening situations.
- Understand the principles of public health and incorporate health promotion and disease prevention into a patient care practice.
- Use information technology in the provision of quality healthcare and clinical decision-making.
- Evaluate the medical literature critically and apply this knowledge and the principles of evidence-based medicine to clinical practice.
- Provide compassionate and competent healthcare to patients of all ages and backgrounds.
- Understand the medical and social issues that affect the geriatric patient and provide appropriate management of these problems.
- Counsel patients, their families and their caregivers regarding issues of health, illness and medical care.
- Understand the historical and contemporary role of the physician assistant in the healthcare system.
- Participate effectively as a member of an interdisciplinary healthcare team.
- Understand the principles of patient oriented healthcare and to communicate clearly with patients.

- Identify the special dynamics of providing healthcare to rural or underserved populations.
- Demonstrate appropriate professional behavior by following the American Academy of Physician Assistants-CODE OF ETHICS OF THE PHYSICIAN ASSISTANT PROFESSION.

The educational philosophy of the Program seeks to instruct and mentor our students to achieve these competencies and encourage the development of cognitive, clinical, and professional skills necessary to become an effective healthcare provider. The program also promotes the importance of life long learning and educates students to serve as leaders within the profession.

### Accreditation

The University of New England's Master of Science - Physician Assistant Program was designed according to the Essentials and Guidelines for an Accredited Educational Program for the Physician Assistant. The University of New England Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

### Other

Physician Assistants (PAs) are health professionals licensed to practice medicine with physician supervision. Physician Assistants are qualified by graduation from an accredited physician assistant educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services under the general supervision of the physician.

## Admission

### Requirements

- At least 90 undergraduate credits from an accredited institution(s) at time of application, and a Bachelor Degree prior to matriculation (unless in UNE pre-PA accelerated 3/2 track).
- At least eight credit hours in biology courses with labs, equivalent to two semester courses, or six credit hours of advanced biology.
- At least eight credit hours of general chemistry, equivalent to two semester courses consisting of lecture and laboratory.
- Either the biology or chemistry credits must have been completed within eight years of matriculation.
- **Four credit hours of anatomy and physiology consisting of lecture and laboratory.**
- Completion of six credits in English, including at least three credits in English composition.
- Completion of six credits in psychology/sociology or related behavioral sciences.
- Courses in statistics, physics, biochemistry, and computer science are highly recommended.
- A minimum cumulative GPA of 3.00 in natural science courses and an overall minimum GPA of 2.75.
- Paid or volunteer experience in a health/human services setting with direct patient/client contact will be viewed as highly desirable.
- Computer experience strongly recommended.

The Admission Committee reserves the right to make exceptions to the above when it deems such a decision is appropriate.

**Note:** Before matriculation, accepted applicants will need to obtain a physical exam with proof of up-to-date immunization status and a current Health Provider Basic Life Support course. This information must be presented upon registration.

### Procedures and Policies

- Applications for admissions are accepted through the Central Application Service for Physician Assistant Programs (CASPA) at [www.caspaonline.org](http://www.caspaonline.org) May 1 through October 15. All admission decisions are completed in the early spring prior to the June start date.
- On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee, and are required for admission to the program.
- All admission policies and procedures are subject to continuous review by the Admissions Committee and may be changed without notice.
- Deadline for submission of a completed application with all supporting documents is October 15th of each year prior to the start of June classes.

## Transfer Credit and Advanced Standing

### Transfer Credit

Transfer credits are rarely awarded to students who transfer from another physician assistant program. The program director will award transfer credits on a case-by-case basis.

### Advanced Standing

Students who have taken basic science graduate or undergraduate courses may qualify for advanced placement (advanced standing). This policy is usually reserved for students who have advanced education/degrees in a particular subject matter. To obtain credit for a course, the student must request an Advanced Placement Form from the program. A request for advanced placement must be approved by the course director and program director.

### Experiential Learning

No credit will be awarded to students for experiential learning.

## Curricular Requirements

Phase I of the program of study consists of 58 credit hours in pre-clinical didactic course work. The summer, fall and spring terms include instruction in the fields of microbiology, clinical medicine, pharmacology, emergency medicine, anatomy, physiology, and research methodology.

Twelve months of clinical rotations will take place upon successful completion of the didactic phase. The program ends with a final week on campus, consisting of two credit hours, which provides a forum for the presentation of students' research project to peers and faculty; offers assistance in preparing the graduating students for certification; and gives physician assistant candidates an opportunity to integrate the didactic and clinical portions of their training in preparation for the Physician Assistant National Certifying Exam.

<u>Course/Program Area</u>	<u>Credits</u>
<b>Summer I</b>	
<b>June - August (10 weeks)</b>	
PAC 500 - Anatomy	4
PAC 503 - Clinical Assessment I	2
PAC 505 - Professional Seminar I	1
PAC 506 - Integrating Seminar I	1
PAC 509 - Integrated Clinical Medicine I	1
PAC 511 - Health Promotion Disease Prevention	2
PAC 520 - Behavioral Science	2
<b>Semester total</b>	<b>13</b>
<b>Fall</b>	
<b>September - December (15 weeks)</b>	
PAC 513 - Clinical Assessment II	1
PAC 516 - Integrating Seminar II	1
PAC 517 - Microbiology	3
PAC 518 - Pharmacology I	3
PAC 519 - Integrated Clinical Medicine II	10
PAC 522 - Integrated Geriatric Practicum I	1
PAC 541 - Epidemiology	1
<b>Semester total</b>	<b>20</b>
<b>Spring</b>	
<b>January - May (20 weeks)</b>	
PAC 510 - Professional and Ethical Issues for Healthcare Providers	2
PAC 533 - Clinical Assessment III	2
PAC 536 - Integrating Seminar III	1
PAC 537 - Emergency Medicine and Surgery	4
PAC 538 - Pharmacology II	2
PAC 539 - Integrated Clinical Medicine III	10
PAC 540 - Integrated Geriatrics Practicum II	1
PAC 544 - Application of Research in Clinical Practice	3
<b>Semester total</b>	<b>25</b>
<b>Spring II - Summer II</b>	
<b>June - June (12 months)</b>	
Clinical Rotations	
PAC 600 - Internal Medicine (6 Weeks)	6
PAC 601 - Internal Medicine (6 Weeks)	6
PAC 602 - Emergency Medicine (6 Weeks)	6
PAC 603 - Surgery (6 Weeks)	6
PAC 607 - Family Medicine I (6 Weeks)	6
PAC 608 - Family Medicine II (6 Weeks)	6
PAC 612 - Primary Care Selective	6
PAC 613 - Specialty Selective	6
PAC 611 - Rotation Seminars	2
PAC 620 - Preparation for Clinical Practice	1
PAC 624 - Application of Research in Clinical Practice II	1
<b>Semester Total</b>	<b>52</b>

## Program Standards

### Academic Program Standards

PA students must complete all MSPA Program requirements and receive a passing grade in all courses and clinical rotations to be eligible for graduation.

### Technical Standards

All students must be able to meet the following University of New England Physician Assistant Program technical standards to successfully complete the Physician Assistant Program. A candidate for the Physician Assistant Program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. The following skills are required, with or without accommodation:

**Observation:** Candidates must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside. Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.

**Communication:** Candidates must be able to communicate effectively in both academic and health care settings. Candidates must show evidence of effective written and verbal communication skills.

**Motor:** The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, auscultation) is required. Candidates must have sufficient motor function to execute movements required to provide care to patients. Candidates must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom building, and hospital.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in classroom laboratory, and clinical experiences.

**Intellectual:** Candidates must be able to measure, calculate, reason, analyze and synthesize. Problem-solving, one of the critical skills demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates must be able to read and understand medical literature. In order to complete the Physician Assistant Program degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

**Behavioral and Social Attributes:** Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive and effective relationships with patients and other members of the health care team is essential. Flexibility, compassion, integrity, motivation, interpersonal skills and the ability to function in the face of uncertainties inherent in clinical practice are all required.

For more information on disabilities and accommodation, please contact the UNE [Office of Students With Disabilities](#) at (207) 602-2815.

## Academic Policy

### Grading Policy

Upon completion of a course of study, the faculty member in charge of that course submits the number of hours taught and a grade for each student to the academic coordinator. The MSPA program uses a high pass/pass/fail grading system.

### Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

### Course Add/Drop or Withdrawal Policy

Due to the standard curriculum sequence within the MSPA Program, students are not allowed to add or drop courses. Students may not withdraw from a MSPA course; to do so indicates a complete withdrawal from the MSPA Program.

### Repeat Course Policy

Courses in the MSPA Program are offered once per year. If a course is failed the student is allowed to repeat it; however, s/he must wait until the next time that course is offered in the MSPA Program schedule. Until the course is offered again the student must apply for and remain on a leave of absence.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Lab Fees

A fee to cover the expenses for specific science courses (e.g., anatomy, microbiology), Objective Structured Clinical Examinations (OSCEs), and evaluative testing, including the use of high-fidelity simulators, will be charged.

### Equipment

Students in the didactic phase will be required to obtain certain medical equipment. A list of required equipment is included with pre-matriculation materials. During the first week of class, the program will bring vendors to the school to demonstrate various brands of equipment. The vendors will give the students a group discount, but students are not obligated to purchase the equipment from these vendors. Estimated cost to the student is \$550 - \$775. Price is dependent on type, brand and quality of equipment. The University assumes no financial responsibility for this equipment.

### Books

Students in the didactic phase can plan on spending approximately \$1,200 to \$1,500 on required textbooks. Course syllabi and the program book list also include recommended books which students are not required to purchase, but may wish to have as important reference materials.

**Other Expenses**

Students are responsible for expenses involved with travel, parking, living expenses and meals at clinical sites.

**Financial Aid**

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

**Student Employment**

The program discourages students from having outside employment while attending the PA Program. If a student feels that it is necessary to work while in the program, it is advisable that the student informs his/her academic advisor.

**Graduation Requirements**

Students must complete all program requirements prior to the issuance of their Master of Science degree and the certificate of completion of the program. The Core Faculty Committee will be responsible for notifying the program director when students have completed all of the requirements for graduation.

**Faculty**

Fogg, Erich A. MMSc, PA-C. MMSc. PA, Emory University School of Medicine; BS, Springfield College; Certified-National Commission on Certification of Physician Assistants.	Program Director/Assistant Professor
Corbett, Laura PA-C. B.S.P.A., Hahnemann Medical School; B.S., Villanova University- Biology. National Commission on Certification of Physician Assistants.	Assistant Professor/Clinical Coordinator
Davis, Tory PA-C M.S.B.S., Psychology Suffolk University; MSPA University of New England 2002; National Commission on Certification of Physician Assistants.	Assistant Professor
Enking, Patrick J. PA-C, MS, NCC M.S., University of Southern Maine; B.S.P.A, University of Wisconsin-Madison; Certified-National Commission on Certification of Physician Assistants.	Clinical Coordinator/Assistant Professor
Handler, Jeffrey B. M.D. Tufts University School of Medicine; B.A. Rutgers University; Residency and Fellowship Naval Regional Medical Center-Board Certified in Internal Medicine and Cardiovascular Disease.	Medical Director/ Clinical Medicine Instructor/ Assistant Professor
Southwick, Lisa PA-C, M.P.A.S. M.P.A.S., University of Nebraska; B.S., Des Moines University-Biology & Certificate in Physician Assistant Studies; National Commission on Certification of Physician Assistants.	Assistant Professor/Academic Coordinator
Summer, Anne, M.P.A. B.S.N., Georgetown University; B.H.S., Duke University-Physician Assistant; M.S.Ed., University of Southern Maine.	Assistant Professor/ Grant Coordinator
Toney, Carl, M.P.A.	Assistant Professor and Project DirectorCenter for Transcultural Health

**Notice and Responsibilities Regarding this Catalog**

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

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## Graduate Public Health

**Degree:** Master of Public Health (M.P.H.) and Graduate Certificate, Public Health

**College:** Osteopathic Medicine

**Division:** Community Programs

**Contact:** Graduate Public Health Education Program Office  
University of New England  
11 Hills Beach Road  
Biddeford, ME 04005

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## Program Information

### Overview

The Graduate Public Health Education Programs include both the master of public health and the Certificate of Advanced Graduate Study (CAGS) in Public Health. The programs are designed to provide graduate-level education in the disciplines associated with public health to working adults, traditional students, health professionals and medical students. The format includes web-based distance learning, part-time capability, on-campus summer-intensive course, and other aspects to make the program both flexible and useful to students interested in graduate-level education in public health, regardless of where they live.

The master of public health is a 45-credit hour curriculum is designed to enhance student's skills in a variety of professional areas including analysis, communication, program development and public health practice and management. All program courses from the Certificate of Advanced Graduate Study (CAGS) in Public Health are transferable to UNE's MPH degree program.

The Certificate of Advanced Graduate Study (CAGS) in Public Health is an 18-credit hour program providing students with the core public health science they need to either enhance their professional knowledge or to pursue a graduate degree in the field.

### Mission Statement

The Graduate Public Health Program's mission is to improve the health and promote the well being of individuals families, and communities, through education, research and service.

### Program Goals

1. Provide students with an introduction to the basic knowledge skills and values necessary for individuals engaged in professions related to public health.
2. Provide a program that is: population-based, community-oriented, based on a concept of social justice, provides a multi-cultural perspective, is multi-disciplinary, highlights public/private linkages, and is based on the attainment of defined student competencies.
3. Provide a program that is a value-added degree to health professional students and graduates.
4. Provide a program that meets the needs of professionals working in public health-related areas seeking advanced training and credentials.
5. Provide a program that is convenient in its delivery and accessibility.

### Accreditation

The Master of Public Health and the Certificate of Advanced Graduate Study in Public Health are programs approved by the Maine State Board of Education and the New England Association of Schools and Colleges. The programs will be seeking accreditation from the Council of Education for Public Health.

## Admission

Applications for admissions into the Master of Public Health Program and the CAGS in Public Health are considered as received, and course work can begin following admission. Applicants are encouraged to prepare application materials carefully and completely to ensure timely action by the Admissions Committee.

### Prerequisites

Prerequisites to participating in the MPH/CAGS PH include, but are not limited to:

- A sincere interest in continuing professional development in public health science.
- The potential to improve practice through application of new knowledge and skills.
- Current employment in a setting conducive to applying course concepts and strategies.
- The ability to pursue rigorous graduate study.

## Requirements

- Bachelor's degree from a regionally accredited undergraduate institution or international college or university with a major that is relevant to the student's professional goals.
- Undergraduate overall GPA of 3.0.
- College-level courses in mathematics **and** science or satisfactory completion of a graduate level course in mathematics or science with a minimum grade of B. **In lieu of college-level courses in either**, students may transmit GRE subject test scores in mathematics or science, or GRE quantitative ability score.  
Technology Requirements: Students are expected to have access to the Internet and computer audio capability. Courses in the public health graduate education programs are delivered by WebCT (online format with audio).

## Procedures and Policies

Application procedures to be admitted to the program consists of the following steps:

1. Complete the Graduate Public Health Education application forms and submit to Graduate Admissions, UNE, Biddeford, ME 04005-599.
2. Submit the non-refundable \$40 application fee with the form. The fee must be in U.S. funds and may be submitted by check, money order, or cash.
3. Goal statement (500-700 words) that describes applicant's personal development and future public health professional goals.
4. Include a current professional resume or curriculum vitae (optional for students who recently completed their undergraduate education.)
5. Arrange to have three references completed and forwarded to the address above (one must be from a supervisor or recent faculty member in Math or Science). References should substantially address the applicant's qualifications for graduate public health study.
6. Submit official transcripts of all college and post-secondary attendance.
7. *International students must provide an official TOEFL Score of 550 or higher, paper test; 213 or higher, computer; or an official minimum Cambridge Test score at level 6. Also required are official post-secondary transcripts, translated into English (if necessary). It is recommended this evaluation be conducted and sent by World Education Services, Inc., of New York City. These materials must be submitted before applications can be considered for admission.*

## Immunization

University policy and Maine State law requires that immunization documentation be submitted upon acceptance into Graduate Public Health Education programs. A Confidential Immunization Questionnaire will be sent to students once admitted. The completed questionnaire must be returned prior to beginning the first course.

## Non-Degree Seeking Students

Students who do not wish to seek a degree may enroll in individual courses. Students may take up to a maximum of two courses as a non-matriculant. Students wishing to take more than two courses in the program must apply to UNE and be accepted into the program prior to enrolling for the third course. **Students cannot move from non-matriculated to matriculated status within the same semester.**

To enroll as a non-matriculated student, a completed course registration form is all that is required. This enrollment form enables students to enroll in two graduate public health education courses without formal admission to the program. Matriculated students will be given priority over non-matriculated students in cases where courses are filled to capacity.

There is no application fee; however, students admitted under this status will pay an additional non-refundable program fee of \$25 per semester. Please request a registration form from the GPH office.

## Transfer Credit and Advanced Standing

### Transfer Credit

Graduate Certificate program in Public Health: Upon acceptance, students may apply to transfer up to two, 3-credit courses (a maximum of six credits) into the program.

Master of Public Health (MPH) Program: Upon acceptance, students may apply to transfer up to 9 credits into the program.

Transfer courses must:

- a. Be classified as graduate-level.
- b. Have been taken within five years of application.
- c. Be from a regionally accredited institution.
- d. Have a grade of B or better.
- e. Be equivalent to required program courses.
- f. Not been applied toward any other degree here or elsewhere, awarded or to be awarded.

*To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and complete the transfer credit of credit form. Transfer credit is awarded at the discretion of the Graduate Public Health program director or designee.*

### Advanced Standing

Students who have earned a certificate of graduate study in public health from another institution within the last five years, can apply for admission to the MPH program with advanced standing. The MPH program will grant advanced standing when a faculty review determines that the courses are equivalent to the UNE certificate courses, and that student's transcripts reflect a B or better in all core public health courses.

UNE graduate certificate-matriculated students in good standing, may apply to the MPH program and request advanced standing at any time during the certificate program. UNE graduate certificate students can apply for advanced standing in the MPH program within five years of completing the graduate certificate program in Public Health.

### Curricular Requirements

The Graduate Public Health Education curriculum competencies are founded upon the core competencies proposed in 1997 by the Council on Linkages Between Academia and Public Health Practice to guide educational institutions in developing their curricula for graduate education in public health. It also incorporates the eight competencies presented by the Institute of Medicine's Report, *Who Will Keep the Public Healthy: Educating Professionals for the 21st Century* (2003, National Academy of Sciences.) The UNE Master of Public Health Program and CAGS in Public Health Program competencies are noted below (with MPH only asterisked):

1. **Analytical Skills: Developed through Principles of Epidemiology, Biostatistics, Healthcare Economics,\*\* and Public Health Financial Management courses along with other learning experiences throughout the curriculum.**
  - a. Define a problem.
  - b. Determine the appropriate use of data and statistical methods.
  - c. Select and define variables relevant to defined public health problems.
  - d. Evaluate the integrity and comparability of data and identify gaps in data sources.
  - e. Understand how data illuminate ethical, political, scientific, economical, and overall public health issues.
  - f. Understand basic research designs used in public health.
  - g. Understand the analysis of capital projects and priority setting.
  - h. Analyze financial information and present cases identifying problems, evaluation alternatives, and recommending a course of action.\*\*
2. **Communication Skills: Developed through Social and Behavioral Health, Organizational Theory and Behavior\*\* and Health Literacy\*\* courses and in term papers, written projects, class presentations, group projects, and online discussions along with other learning experiences throughout the curriculum.**
  - a. Communicate effectively both verbally and in writing.
  - b. Present demographic, statistical, programmatic, and scientific information accurately and effectively.
  - c. Solicit input from individuals and organizations.
  - d. Lead and participate in groups to address specific issues.
  - e. Demonstrate understanding of communication, planning, and decision-making, and how they effect organizational performance.\*\*
3. **Population Development/Program Planning Skills: Developed through Public Health Administration, Health Care Information Systems\*\* and Practicum\*\* courses along with other learning experiences throughout the curriculum.**
  - a. Collect and summarize data relevant to an issue.
  - b. Research policy at local, state, national, and international levels.\*\*
  - c. Articulate the health, fiscal, administrative, legal, social, and political implications of policy options.
  - d. State feasibility and expected outcomes of policy options.
  - e. Decide on the appropriate course of action.
  - f. Write a clear and concise policy statement.
  - g. Develop a plan to implement the policy, including goals, outcome and process objectives, and implementation steps.
  - h. Translate policy into organizational plans, structures, and programs.
  - i. Identify public health laws, regulations, and policies related to specific programs.
  - j. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.
  - k. Demonstrate an understanding of ethics and its role in public health policy, program design, and implementation.\*\*
4. **Cultural Skills: Developed through Principles of Epidemiology, Social and Behavioral Health, Introduction to Public Health Concepts, International Health\*\*, and Public Health Ethics, Policy and Law\*\* courses along with other learning experiences throughout the curriculum.**
  - a. Identify the role of cultural, social and behavioral factors in determining disease, disease prevention, health promoting behavior, and medical service organization and delivery.
  - b. Demonstrate knowledge and ability to apply the principle of cultural sensitivity, and cultural competency in public health practice.\*\*
  - c. Understand the dynamic forces contributing to cultural diversity\*\*
  - d. Demonstrate the ability to identify the cultural factors that contribute to disease prevalence and re-emergence.\*\*
  - e. Demonstrate understanding of the impact of global trade on world health status.\*\*
5. **Community Dimensions of Practice Skills: Developed through Public Health Administration, Introduction to Public Health Concepts, Organizational Theory and Behavior\*\*, Social and Behavioral Health, Community Based Participatory Research\*\* courses along with other learning experiences throughout the curriculum.**
  - a. Establishes and maintains linkages with key stakeholders.
  - b. Utilizes leadership, teambuilding, negotiation, and conflict resolution skills to build community partnerships.
  - c. Collaborates with community partners to promote the health of the population.

- d. Identifies how public and private organizations operate within a community.
  - e. Accomplishes effective community engagements.
  - f. Identifies community assets and available resources.
  - g. Develops, implements, and evaluates a community public health assessment.
  - h. Describes the role of government in the delivery of community health services.
- 6. Basic Public Health Science Skills: Developed through Introduction to Public Health Concepts, Social and Behavioral Health, Community Based Participatory Research\*\*, Public Health Administration, Epidemiology, Introduction to Environmental Health, and Biostatistics courses along with other learning experiences throughout the curriculum.**
- a. Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
  - b. Understand research methods in basic public health science.
  - c. Apply the basic public health sciences including both behavioral and social sciences, Biostatistics, and Epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries.
  - d. Understand the historical development and structure of federal, state, and local public health agencies.
  - e. Describe genetic factors in common and complex disease.\*\*
  - f. Understand the mission and perspectives of public health and how this role has evolved in the context of political, economic, and social milieu over the past one hundred years.\*\*
  - g. Identify and describe the major institutions and organizations involved in public health.\*\*
  - h. Understand the mechanisms of public health management: leadership, organization, community assessment, data management, communications, and research.\*\*
  - i. Understand the mechanism of public health services delivery: chronic disease control, tobacco control, substance abuse control, dental disease control, infectious disease control, environmental health, primary care, maternal and child health, injury control and laboratory services.\*\*
  - j. Understand the issues that will determine the future of public health.
- 7. Financial Planning and Management: Developed through Public Health Administration and Public Health Financial Management\*\* courses along with other learning experiences throughout the curriculum.**
- a. Develops and presents a budget.
  - b. Manages programs within budget constraints.
  - c. Applies budget processes.
  - d. Develops strategies for determining budget priorities.
  - e. Monitors program performance.
  - f. Prepares proposals for funding from external sources.
  - g. Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
  - h. Manages information systems for collection, retrieval, and use of data for decision-making.\*\*
  - i. Negotiates and develops contracts and other documents for the provision of population-based services.
  - j. Conducts cost-effectiveness, cost-benefit, and cost utility analyses.\*\*
- 8. Leadership and System Thinking Skills: Developed through Public Health Administration, Introduction to Public Health Concepts, Organizational Theory and Behavior, and Public Health Policy, Law and Ethics courses along with other learning experiences throughout the curriculum.**
- a. Creates a culture of ethical standards within organizations and communities.\*\*
  - b. Helps create key values and shared vision and uses these principles to guide action.
  - c. Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning).
  - d. Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.\*\*
  - e. Promotes team and organizational learning.
  - f. Contributes to development, implementation, and monitoring of organizational performance standards.\*\*
  - g. Uses the legal and political systems to effect change.\*\*
  - h. Applies theory of organizational structures to professional practice.\*\*

### Courses

The CAGS in Public Health includes the following required courses:

1. GPH 706 Public Health Administration: A Systems Approach (3 credits)
2. GPH 716 Biostatistics (3 credits)
3. GPH 712 Principles of Epidemiology (3 credits)
4. GPH 726 Social and Behavioral Health (3 credits)
5. GPH 722 Introduction to Environmental Health (3 credits)
6. GPH 715 Public Health Concepts (3 credits)

Additional Master of Public Health Courses include:

1. GPH 700 Public Health Policy, Law and Ethics (3 credits)
2. GPH 705 Community Based Participatory Research (3 credits)
3. GPH 728 Health Literacy (2 credits)
4. GPH 720 Organizational Theory and Behavior (3 credits)
5. GPH 735 Health Care Information Systems (3 credits)
6. GPH 725 Public Health Financial Management (3 credits)
7. GPH 730 Health Care Finance/Economics (3 credits)
8. GPH 740 International Health (3 credits)
9. GPH 742 Integrating Public Health Practicum (4 credits)

### Internships/Practical Experience

Students employed in applicable public health settings are encouraged to use their own worksite for field placements. Additionally, a variety of organizations have indicated support for this program and a desire to serve in this capacity. The City of Portland Public Health Division, Healthy Community Coalitions, Maine Center for Public Health, Anthem Blue Cross Blue Shield and the Maine Bureau of Health, Divisions of Community Health and Family Health have offered to be field placement sites.

#### Sample Projects in Which Master of Public Health Students Could Engage

1. Work on background and need sections of major federal grant proposal.
2. Development of program website.
3. Strategic identification of partners and locations for distribution of outreach materials targeting at risk population.
4. Development of county-specific data highlights.
5. Focus groups of women for women's health plans
6. Analysis of sources of primary and secondary health data.
7. Development of adolescent health surveillance system.
8. Analysis of sources of data on older women's health; recommendations of joint projects to improve health status of older women.
9. Research and analysis for policy statements, legislative drafts and position papers.
10. Design of surveillance system.
11. External reviewer for public health programs.
12. Program evaluation design and analysis.
13. Technical writing.
14. E-health projects.

### Program Standards

#### Satisfactory Academic Progress

Students must maintain a cumulative grade-point-average (GPA) of 3.0 (B) or better. Failure to do so will result in academic probation and possible termination from the program.

Students receiving a grade below B- (80 pts) in any course will be immediately placed on academic probation in the Graduate Public Health Education Program. A student receiving a grade below B- (80 pts) has the option to re-enroll and repeat the course to achieve a grade of B- (80 pts) or better. Students repeating the course, must complete the registration form and pay the tuition.

### Academic Policy

#### Repeat Grades

Courses in the Graduate Public Health Education Program are offered once per year. If a student fails to meet the minimum required grade (B-), s/he is allowed to repeat the course; however, s/he must wait until the next time that course is offered in the schedule. Students repeating the course, must complete the registration form and pay the tuition.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester and academic period in which they are enrolled.

#### Grade Scale

A	94-100 pts.	Outstanding
A-	90-93 pts.	Excellent
B+	87-89 pts	Competency achieved to high standard
B	84-86 pts.	Competency achieved
B-	80-83 pts.	Satisfactory competency
F	80 or below	Failing

Students in the program are expected to maintain a "B" (3.0) average over the course of their studies. Students who receive two or more B-'s in courses undergo an educational review. Any student who fails two or more classes is dismissed from the program.

#### Incomplete Grades

Students are expected to complete all course work by the appointed end date of the term or course. Under extenuating circumstances, a student may petition the course instructor and program director or designee, in writing, for a temporarily-assigned Incomplete (I) grade. The petition must include an expected date of course completion agreed upon by the instructor and student, and may not to exceed four weeks following the end of the term and/or course. The I grade must be changed within the time limit imposed by the course instructor, but no more than four weeks following the end of the semester or four weeks following the end of a Graduate Public Health course. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

#### Audit Policy

A student may, with prior consent of the instructor and the the CAGS in Graduate Public Health Education director or designee, enroll in a course for an audit grade (AU). This must be requested done at the time of registration for the course and must be accompanied by signed approval of the instructor and program director or designee. This applies to both matriculated and non-matriculated students. Reversal or change of an audit grade is not possible. Once enrolled for AU the grade becomes permanent on a student's academic record. The student who wishes later to be graded for such a course must re-enroll in and pay for graded credit. In auditing a course, the student is expected to attend classes regularly but is not permitted to submit course work

for evaluation, take examinations, receive grades, or earn credit. Auditing a course does not count toward enrollment status (i.e., part-time, full-time, etc.) and therefore cannot be considered for financial aid purposes, veteran's benefits, etc.

### Academic Dishonesty

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the dean of the appropriate College. Academic dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action which destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

### Financial Information

#### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

#### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call 207 602-2342 or visit the [Financial Aid website](#).

### Graduation Requirements

To qualify for completion of and receive the Certificate of Advanced Graduate Study in Public Health students must:

- Satisfactorily complete 18 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the CAGS in Public Health faculty for graduation.
- Completed the required 18 credits within three consecutive years.
- Have no outstanding financial obligations to the University.

To qualify for completion of the program and receive the Master of Public Health (MPH) students must:

- Satisfactorily complete 45 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the MPH faculty for graduation.
- Completed the required 45 credits within six consecutive years.
- Have no outstanding financial obligations to the University.

### Faculty

Tipton, Meredith L. Ph.D., Lasalle University, M.P.H., University of Michigan; B.S. University of San Francisco.	Associate Dean, Division of Community Programs, COM
Gregory, Karin J.D., Franklin Pierce Law Center; M.P.H., Boston University; B.A., Wells College	Adjunct Faculty
Kuehnert, Paul M.S., University of Illinois at Chicago; B.S., Webster University.	Adjunct Faculty
Lee, Rorie Ph.D., Temple University; M.P.H., Temple University; B.A. University of Pennsylvania	Adjunct Faculty
Most, Ivan Sc.D, University of Massachusetts Lowell; P.E., Registered Professional Engineer; M.S.M.E., Rensselaer Polytechnic Institute; B.S.M.E., University of Massachusetts	Adjunct Faculty
Polascek, Michele Ph.D., John Hopkins University; M.H.S., John Hopkins University; B.A., John Hopkins University	Adjunct Faculty
Rines, Emily M.P.H., University of South Carolina; B.A., University of New Hampshire	Course Coordinator
Shaw, Barbara J.D., University of Maine School of Law; M.A., University of Pennsylvania	Adjunct Faculty

Stableford, Sue  
M.S.B, Husson College; M.P.H., University of Michigan; B.A., Oberlin College

Course Coordinator

Tudor, Gail  
Ph.D., University of North Carolina; M.S., University of Minnesota; B.A., University of Minnesota

Adjunct Faculty

Welch, Kathleen  
Ph.D., Tulane University; M.P.H., Tulane University; M.A., The Ohio State University; B.A., The Ohio State University

Adjunct Faculty

Whittemore, Becky  
M.P.H., Tulane University; M.N.-Family Nurse Practitioner, University of Washington; B.S.N., Montana State University

Program Director

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## Social Work

**Degree:** Master of Social Work (M.S.W.)

**College:** Health Professions

**Department:** School of Social Work

**Contact:** Application materials may be obtained from the School of Social Work, University of New England, 716 Stevens Ave, Portland, Maine, 04103 or by calling 1-207-221-4513, or the Admissions Office at 1-207-221-4225. (TDY 1-207-382-0167).

Program information sessions are held at regularly scheduled times during the year. Interested applicants should call the School of Social Work at 1-207-221-4513 to find out the times of these meetings.

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## Program Information

### Overview

The School of Social Work prepares people for advanced professional practice and is accredited to offer the master of social work (MSW) degree by the Council on Social Work Education. MSW graduates learn to understand the potential for individual and collective human development when people live with dignity and social justice; to identify people's strengths across diverse populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development and evaluation of social policies and programs; to develop the knowledge and skills necessary to carry out multiple social work interventions consistent with the School's mission and the profession's ethics; and to develop intervention strategies that empower individuals, families, groups, or communities.

The MSW degree offers graduates the opportunity to play active roles in health and mental health, alcohol and substance abuse, poverty and public welfare, women's and children's services, domestic violence, homelessness, and other emerging areas of service delivery. The program prepares graduates to work with individuals, families, groups, organizations, and communities in an array of settings and with diverse populations. The values and commitments embedded in the School's Mission Statement permeate our work in every area.

### Mission Statement

The School of Social Work at the University of New England is committed to the values of human dignity, individual and cultural diversity, individual and collective self-determination, and social justice. We honor the uniqueness of the individual while simultaneously respecting people's membership in groups distinguished by class, race or ethnicity, gender or sexual orientation, culture, religion, age or ability. With a strengths perspective as our primary organizing theme, our efforts to promote growth and change respective of such uniqueness demand a commitment to struggle against and ameliorate oppression in all its forms, including discrimination, social and economic injustice, and violence.

Professional social work knowledge and skills emanate from these values and form the basis for our educational program. We provide students with the opportunity to understand people's strengths, individually and collectively. We focus on identifying and understanding societal barriers to human dignity including thorough assessment of social, psychological, economic and organizational oppression, their impact on people's lives, and the strengths people have developed to endure, resist, and change. Our learning environment (1) facilitates and encourages self-examination and reflection; (2) provides respect for each student as both teacher/learner; and (3) demands that our own actions serve as models for operationalizing these values in the classroom, among colleagues, in our governance, and in the University and community.

We prepare our graduates as advanced social work practitioners firmly based in these values as the principles guiding their work. We provide students with the knowledge and skills to promote human relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop the human rights, resources and opportunities to achieve social justice.

### Goals of the Program

1. To prepare students for entry into advanced social work practice - to carry out professional roles and responsibilities consistent with social work ethics and the values embodied in the School's mission.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape and define the social work profession, social policies and programs, and their impact with different client systems.
3. To prepare students to understand structural, cultural and interpersonal oppression occurring in people's lives and its impact on individuals, families and communities.
4. To provide students with the knowledge and skills to identify and build upon clients' strengths at multiple levels.
5. To provide students with the knowledge and skills necessary to produce effective interventions with people from diverse backgrounds, experiencing different types of problems, across different settings.
6. To help students develop and implement professional practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and

cultural diversity, self-determination, and social justice.

7. To help students build the knowledge and skills necessary to influence social, economic and political systems to provide adequate and appropriate resources that honor diversity, and to achieve social justice.
8. To help students use critical self-reflection, research and continuing knowledge building to enhance professional practice.
9. To prepare students to work in unserved and under served areas.

These goals are carefully specified as learning objectives and permeate our curriculum. Through their presence in courses, fieldwork internships, and internal School governance we bring our Mission Statement to life

### Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the master's degree in social work.

## Admission

### Requirements

The admissions process is intended to identify and select the most highly qualified applicants to the School of Social Work. An Admissions Committee oversees the selection process and recommends admissions policies to the School. A complete admissions application contains the following materials:

1. School of Social Work admissions application form.
2. Official transcripts of all undergraduate and graduate study indicating completion of an undergraduate degree from an accredited college or university.
3. Indication that the applicant has taken a distribution of liberal arts courses, including content in human biology. If the applicant has not taken a course with content in human biology, it must be completed prior to matriculating into the MSW program.
4. Two educational/professional references.
5. A personal statement which expresses the applicant's reasons for pursuing a graduate social work degree at this point in his or her life; assesses the applicant's prior formal and informal learning and social work-related experiences; and discusses the applicant's perception of the School's Mission Statement and its applicability to professional social work.

Evidence of relevant employment, volunteer, and/or client experiences in service systems or social programs and other learning experiences in addition to formal education are considered in the admissions evaluation process. Applicants whose formal academic or work/volunteer experiences are felt to be misrepresentations of their qualifications for admission are encouraged to address these issues in their personal statement and to ask their reference writers to do the same. For this reason, no specific GPA or standardized test score is required.

### Procedures and Policies

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.
4. Two educational/professions references. (Note: pursuant to the Family Educational Rights and Privacy Acts of 1974, applicants should notify referents, including therapists, that no material can be held confidential).
5. Application fee of \$40.00.

When all materials are received, the applicant is notified that the application file is complete. If notification is not received from the School within a reasonable time, the applicant should assume that his or her application is not complete and follow-up accordingly.

Applicants from outside the United States should submit their applications together with a financial affidavit and TOEFL scores (if their primary language is not English) at an early date because additional time is required to process these applications.

If a student is admitted to the School of Social Work prior to the completion of his or her bachelor's degree, the admission is contingent upon the School's receipt of evidence of graduation and the supplemental transcript of any undergraduate or graduate work in progress at the time of acceptance.

### Non-Matriculated Students

Each semester, the School offers two of its foundation courses to non-matriculating students. If non-matriculating students are later accepted into the School, these courses are transferred and the requirements for them waived (assuming a grade of "B" or better). Applications for non-matriculated classes are due by August.

## Transfer Credit and Advanced Standing

### Transfer Credit

The transfer of credit for graduate courses taken at another institution (other than advanced standing) may be possible under the following conditions:

1. **Transfer students with one full year of graduate social work education.**  
Students from other graduate schools of social work, accredited by the Council on Social Work Education, who desire admission to the second year of the UNE School of Social Work, must have completed a full year of graduate study with a minimum grade of "B" in all courses and acceptable field work evaluations. Credit is not given for graduate work that was completed more than five years prior to admission to UNE. A transfer student must satisfactorily complete a minimum of 32 credit hours at the School of Social Work in order to earn a degree from the University of New England. Course syllabi for transfer credit must be reviewed and approved before credit will be awarded.  
  
Transfer students are required to adhere to the degree requirements in effect at the time of their admission. Individualized provisions may, at times, increase the total credit hours required beyond the above-mentioned minimum.
2. **Transfer students with less than one full year of graduate education.**  
Applicants requesting a transfer of credit for courses amounting to less than one full year at another accredited graduate school of social work, or for graduate courses taken in another related discipline, must meet the following requirements:
  - a. The request for transfer of credit must be initiated at the time of application to the School, but in no event later than the beginning of their attendance as degree seeking students.
  - b. The transferred credit must have been earned as graduate credit at an accredited university or college within five years preceding the request for transfer.
  - c. The transferred credit must be accepted by the School as having a direct relevance to the program of study at the School of Social Work. Most first-year foundation level courses taken from another accredited graduate school of social work are transferable, but may not meet the requirements to waive a given course taught in the University's social work curriculum. A maximum of nine credit hours for graduate credits earned in another discipline may be transferred toward elective or required courses in the School's program providing that these credits were not taken as part of an earned graduate degree at another institution.
  - d. All transferred credits must carry a minimum grade of B.
3. **Transfer credit earned from a completed graduate program of study in another discipline.**  
In no event will any credit be transferable from another program in which the student has been awarded the graduate degree of that program. Waivers of requirements, without award of credit, may be made under appropriate circumstances including faculty review of course syllabi.
4. **Procedures to apply for transfer credits.** Applicants wishing to apply for a transfer of credit, whether to be applied toward elective credit or for waiver of required courses, must provide the School with a written petition for the transfer along with the following documents: an official transcript showing that the course(s) were taken and passed with a grade of B or better; a copy of the course descriptions, syllabi, or bibliographies in which the course and course assignments are described.

### Advanced Standing

Qualified graduates of BSW programs accredited by the Council on Social Work Education can be considered for Advanced Standing under the following conditions:

1. Graduation from a C.S.W.E. accredited BSW program within five years of their enrollment in the School of Social Work.
2. A minimum 3.0 GPA for their last 60 undergraduate credit hours.
3. A review by the Admissions Committee of course outlines/syllabi and field work evaluations indicating that the applicant has had the class and field experiences that parallel the University of New England School of Social Work Foundation year and received a minimum of a B (3.0) average on a four-point scale.
4. The applicant provides evidence of significant experience in the human service field with M.S.W. supervision preferred.
5. The applicant completes all other admissions requirements including the personal statement and references.
6. Applicants meeting the above criteria may have up to thirty-two (32) credit hours awarded toward degree requirements. Applicant also may be required to take additional coursework preceding regular enrollment to address knowledge deficits or gaps in their undergraduate education.
7. Students admitted into advanced standing are required to enroll in two 2.5 credit hour summer intensive courses prior to the fall semester (SSW 515 Integrating Micro and Macro Frameworks; and SSW 525 Introduction to Advanced Practice). Students not meeting the UNE foundation field requirements (560 hours) may be required to complete an additional field practicum (up to 3 credit hours).

### Credit for Experiential Learning

Applicants may not receive academic credit for work experience in the field or for life experience.

### Curricular Requirements

Students may undertake their graduate education in the School of Social Work on a full-time or part-time basis. Full-time students complete the program in four semesters (two academic years or extended years, with 1-2 summer sessions) while

part-time students have three academic years to successfully complete their studies. The School offers a number of classes in the evenings and during the May-June summer session to permit students opportunities for distributing their requirements more evenly over the calendar year. In addition, the School of Social Work may offer advanced standing status to qualified graduates of accredited BSW programs ([See Advanced Standing](#)). Advanced Standing has both full-time and part-time options.

The School of Social Work also offers a part-time MSW program in Presque Isle, Maine. Only the Individual, Family, and Group Practice concentration is available at the Presque Isle campus.

All students are required to complete 64 credit hours of graduate study divided between classroom and fieldwork education. Field placements, or internships, consist of four semesters of supervised practice in approved social work settings; each semester includes 280 hours of practice experience.

The curriculum is designed to provide an integrated foundation or knowledge base and advanced skills for social work practice within a concentration (individual, family, and group practice or organizational and community social work practice).

Foundation year courses emphasize an integrated social work perspective involving the social context and its impact on social policy, programs, and the social work profession. Courses include Human Behavior and the Social Environment I and II; Social Work Policy and Programs I and II; Social Work Practice I and II; Research I and II; and Integrating Seminars I and II. In addition, students spend 560 hours in a field setting, which permits students another learning mode through placements in social agencies and programs with structured on-site professional supervision.

Advanced-year concentrations are offered in individual, family, and group practice, and organization and community social work practice. Two advanced-year required courses and electives build upon foundation knowledge and prepare the student for advanced practice in specialized areas. Both the foundation and the advanced year build upon an expected grounding in liberal arts.

Two advanced-year concentrations have been developed:

1. Individual, Family, and Group Practice
2. Organization and Community Social Work Practice

The individual, family, and group practice concentration prepares students with knowledge and skills for advanced practice primarily focused with individuals, families, and groups in multiple settings. Organization and community social work practice provides students with knowledge and skills in an array of advanced practice roles in the areas of program and policy development, administration, supervision, political advocacy, community practice, and evaluation. Both concentrations prepare graduates for professional leadership positions within their communities.

Certain advanced-level bridge courses are taken by all students, regardless of the concentration selected. The School of Social Work believes that students in each concentration are enriched by having a better understanding of the other's theories, methods, and practice issues. Required bridge courses between the concentrations make the School of Social Work curriculum unique and dynamic. Social Work With Groups represents this type of course. Students' learning is enriched by dialogue reflecting different practice emphases emanating from common professional values. Electives further enrich the foundation and required advanced year curriculum.

### **Master of Science in Social Work (64 Credits)**

### **Credits**

#### **Year One - Foundation**

SSW 501 Human Behavior & the Social Environment I	3
SSW 502 Human Behavior & the Social Environment II	3
SSW 505 Social Welfare Policy and Programs I	3
SSW 506 Social Welfare Policy and Programs II	3
SSW 503 Social Work Research I	3
SSW 504 Social Work Research II	3
SSW 510 Social Work Practice I	3
SSW 511 Social Work Practice II	3
SSW 520 Field Practicum I/Seminar	4
SSW 522 Field Practicum II/Seminar	4
<b>Year One Total</b>	<b>32</b>

#### **Year Two - Concentration**

SSW 552 IFG Practice I or SSW 564 Program Dev & Community Practice	3
SSW 553 IFG Practice II or SSW 565 Administration and Supervision	3
SSW 597 Advanced Psychosocial Assessment	3
SSW 571 Social Work Practice with Groups	3
SSW 580 Field Practicum III/Seminar	4
SSW 582 Field Practicum IV/Seminar	4
Elective	3
<b>Year Two Total</b>	<b>32</b>
<b>Total Program</b>	<b>64</b>

### **Advanced Standing Program (66 Credits)\***

Transfer Credits	29
SSW 515 Integrating Micro Macro Framework	2.5
SSW 525 Introduction to Advanced Practice	2.5

SSW 552 IFG Practice I or SSW 564 Program Dev & Community Practice	3
SSW 553 IFG Practice II or SSW 565 Administration and Supervision	3
SSW 597 Advanced Psychosocial Assessment	3
SSW 571 Social Work Practice w/Groups	3
SSW 580 Field Practicum III/Seminar	4
SSW 582 Field Practicum IV/Seminar	4
Elective	3
<b>Total Advanced Standing Program</b>	<b>66</b>
* 66 credits includes transfer credits	

## Academic Policy

### Grading System

The School of Social Work has a letter grading system (A, A-, B+, B, B-, C+, C and F). Students in the program are expected to maintain a "B" (3.0) average over the course of their study. Students who receive two or more C's in courses undergo an educational review. Students who receive an F in the first semester of a two-semester course sequence may not take the second semester of that course until the first semester is repeated or the failing grade is otherwise resolved. Any student who fails two or more classes is dismissed from the program.

### Incomplete Policy

A student who believes she/he is unable to complete the work for a given course by the end of the term may apply for an extension by discussing this with the instructor and completing a Request for Incomplete Form (available in the SSW office). At the time of this meeting, a plan must be agreed upon for completion of the course work, including a date of completion, not to exceed four weeks following the end date of the course. This form must be completed by the last day of class for the given course. Any student who does not follow the above guidelines will receive an F for the course. In exceptional circumstances (death in family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and signed by the School director.

### Course Add/Drop or Withdrawal

Course changes (add/drops) are allowed during the first five days of classes; tuition may be adjusted dependent upon number of hours enrolled. After the first week of classes no refunds are made for course changes.

In normal length semesters, a matriculated student may withdraw from a course without academic penalty (a grade of W is assigned) at any time during the first two-thirds of the semester. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered, subject to determination by the instructor. The grade of WF is computed in the grade point average. Short-term programs or courses may be subject to specific policy regarding add/drop or withdrawal. Consult with the instructor and/or program director regarding such policy.

### Repeat Course Policy

MSW students may repeat a course in the event of a failing grade if that is the recommendation of the Educational Review Committee. However, only the second or last course will receive credit on the student's transcript.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which the student is enrolled.

### Readmission

A student who has officially withdrawn can reapply through the Office of Admissions. Special consideration for students who leave the School in good standing will be given if their application for readmission is received within two years of their departure from the MSW program. Applications for readmission received more than two years from withdrawal will be considered as new applications.

### Returning Students

Students who leave the School in good standing prior to completion of the requirements for the MSW degree are given special consideration for readmission. Credit is not given, however, for graduate work completed more than five years prior to the student's readmission.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

## Graduation Requirements

Upon successful completion of 64 credit hours of graduate study divided between classroom and field work education, students are awarded the master of social work degree from the University of New England. Students with advanced standing must successfully complete a minimum of 37 credit hours of course and field work to qualify for graduation.

## Faculty

Wilson, Martha Ph.D., University of Alabama; DSW, University of Alabama; M.S.W., University of Alabama.	Program Director Professor
Anderson, Wanda M.S.W., University of Hawaii; B.A., University of Maine, Orono.	Clinical Assistant Professor
Ayer, Nancy M.S.W., West Virginia; B.A., University of Southern Maine.	Clinical Associate Professor
Boudman, Judith M.S.W., University of Maine, Orono; B.A., University of Maine, Orono.	Instructor
Coha, Amy M.S.W., University of Michigan; B.S. State University of New York at New Paltz.	Clinical Associate Professor
Cohen, Marcia B. Ph.D., Brandeis University; M.S.W., Columbia University; B.A., Clark University.	Professor
Cohen-Konrad, Shelley Ph.D., Simmons College; M.S.W., Simmons College.	Assistant Professor
Colpitts, Julia M.S.W., Smith College.	Assistant Professor
Gray, Elizabeth A. M.S.W., University of Connecticut; B.A., Salve Regina College.	Field Director Clinical Associate Professor
Graybeal, Clay T. Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University.	Professor
McLaughlin, Tom Ph.D., Union Institute and University; M.S.W., University of New England; B.A. University of Southern Maine.	Assistant Professor
Moore, Vernon L. Ed.D., Vanderbilt University; M.S.W., University of Louisville; B.A., University of Oklahoma.	Associate Professor
Prichard, David C. Ph.D., Virginia Commonwealth University; M.A., University of Maine; B.A., University of Maine.	Professor
Shore, Nancy Ph.D., University of Washington; M.P.H., University of Washington; M.S.W., University of Washington.	Assistant Professor
Rose, Stephen M. Ph.D., Brandeis University; M.S.S.A. (M.S.W.), Case Western Reserve University; B.A., Brandeis University.	Professor

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Addictions Counseling

**Degree:** Graduate Certificate, Addictions Counseling

**College:** Health Professions

**Department:** School of Social Work

**Contact:** School of Social Work, 1-207-221-4513

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[Department Website](#)

### Program Information

#### Overview

The School of Social Work (SSW) offers a Certificate of Graduate Study (CGS) in its Addictions Counseling Certificate Program (ACCP). Matriculation in the Master of Social Work (MSW) Program is not required for the ACCP. Students enrolled in both the MSW program and the ACCP program may receive the MSW degree and a CGS in Addictions Counseling.

As an extension of the MSW program, the ACCP focuses on developing expertise in addictions counseling and leads to the Certificate of Graduate Study (CGS) in Addictions Counseling. It builds on elective CGS courses in the MSW program and incorporates a clinical component.

This certificate is aimed at MSW students, alumni, and other professionals seeking to expand their clinical expertise, as well as individuals seeking to develop careers focused on addictions counseling. Students develop their clinical practice skills through case conferences, case discussions, and role playing. Both descriptive and prescriptive theories, diagnostic classification systems, and agency treatment models are examined from a critical perspective. Students are provided with on-going opportunities to process course material and to critically reflect on their practice.

The curriculum is designed so that the certificate can be completed within one year and within the MSW course of study. The certificate requires 18 credits, but with careful selection of existing School of Social Work elective courses, MSW students can complete the program within the MSW curriculum. Credit for previous course work is evaluated on an individual basis. MSW students enrolled in the ACCP may plan for a portion of their field experience to be addictions related and supervised by an addictions professional.

The Addiction Counseling Certificate curriculum is designed to provide students the educational foundation to sit for a national certified level written examination developed by the International Certification Reciprocity Consortium/Alcohol & Other Drug Abuse Inc. (ICRC/AODA). This test is one of the criteria that the Maine State Board of Alcohol and Drug Counselors (BADC) requires for licensure eligibility. MSW students in the ACCP should plan for a portion of their field experience in the MSW to be in the addictions area. Field work experience providing substance abuse services will apply towards the MSW requirement for contact hours in a field setting; however, new regulations proposed by BADC may not consider these hours counting towards work experience for BADC licensure unless the field agency also has a BADC certified clinical supervisor.

#### Mission Statement

The School of Social Work at the University of New England is committed to the values of human dignity, individual and cultural diversity, individual and collective self-determination, and social justice. We honor the uniqueness of the individual while simultaneously respecting people's membership in groups distinguished by class, race or ethnicity, gender or sexual orientation, culture, religion, age or ability. With a strengths perspective as our primary organizing theme, our efforts to promote growth and change respective of such uniqueness demand a commitment to struggle against and ameliorate oppression in all its forms, including discrimination, social and economic injustice, and violence.

Professional social work knowledge and skills emanate from these values and form the basis for our educational program. We provide students with the opportunity to understand people's strengths, individually and collectively. We focus on identifying and understanding societal barriers to human dignity including thorough assessment of social, psychological, economic and organizational oppression, their impact on people's lives, and the strengths people have developed to endure, resist, and change. Our learning environment (1) facilitates and encourages self-examination and reflection; (2) provides respect for each student as both teacher/learner; and (3) demands that our own actions serve as models for operationalizing these values in the classroom, among colleagues, in our governance, and in the University and community.

We prepare our graduates as advanced social work practitioners firmly based in these values as the principles guiding their work. We provide students with the knowledge and skills to promote human relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop the human rights, resources and opportunities to achieve social justice.

#### Program Goals

1. To prepare students to practice in the field of addictions to carry out professional roles and responsibilities consistent with the values and ethics of addictions-based practice.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape the addictions

field, policies and programs, and their impact on different client systems.

3. To provide students with the knowledge and skills in addictions assessment and treatment to identify and build upon the strengths of client systems at multiple levels.
4. To provide students with the knowledge and skills in addictions necessary to produce effective interventions with people from diverse backgrounds, experiencing different kinds of addictions-related problems, across different settings.
5. To help students develop and implement professional addictions practice relationships based upon empowerment and connection to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
6. To help students use critical self-reflection and research to enhance professional addictions-based practice.

### Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the master's degree in social work.

### Admission

#### Requirements

The Addictions Counseling Certificate Program is offered at the post-baccalaureate level and awards the certificate of graduate study upon successful completion of the 18-credit hour curriculum. Students are required to hold a bachelor's degree from an accredited institution.

#### Procedures and Policies

A complete admissions application contains the following materials:

1. A completed application form.
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate and graduate, if applicable, from accredited college(s) or university(ies).
3. If not a current UNE student, an application fee of \$40.

#### Non-Matriculated Students

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. Individuals may be admitted into the ACCP throughout the academic year and summer.

### Transfer Credit and Advanced Standing

#### Transfer Credit

Applicants can request a transfer of credit applied to required courses. Transfer of credit only occurs for graduate courses taken at an accredited institution, under the following conditions:

1. The request for transfer of credit must be initiated at the time of application to the certificate programs. In no event will a request for transfer of credit be considered when made by students already admitted to the certificate programs.
2. The transferred credit must have been earned at the appropriate level at an accredited university or college within five years preceding the request for transfer.
3. The transferred credit must be accepted by certificate program faculty in order to waive a specific course in the certificate program curricula. A maximum of six credit hours can be transferred toward required courses in any certificate program.
4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Addictions Counseling Certificate Program coordinator or designee with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

#### Advanced Standing

Advanced Standing status does not apply to this certificate program.

### Curricular Requirements

#### Graduate Certificate, Addictions Counseling (18 credits)

	Credits
ACP 510 Substance Abuse	3
ACP 520 Pharmacology: Drugs and Behavior	3
ACP 530 Addictions Counseling and Family Dynamics	3

ACP 540 Social Work Practice with Groups	3
ACP 550 Advanced Psychosocial Assessment	3
ACP 555 Legal and Ethical Perspectives in Social Work	3
<b>Total Program Requirements</b>	<b>18</b>

## Academic Policy

### Grading

Course grades are determined by the student's performance in that course and expressed as a letter grade. A passing grade is considered to be a "B" or better. Other details of the grading process, as well as general rules and regulations are detailed in the UNE School of Social Work Student Handbook.

### Incomplete Grades

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work by the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

## Completion Requirements

Students must successfully complete the 18-credit-hour curriculum to receive the certificate of graduate study.

## 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.

Marcia Cohen, Ph.D.

David Mokler, Ph.D.

Clay Graybeal, Ph.D.

David Prichard, Ph.D.

David Johnson, Ph.D.

Martha Wilson, Ph.D.

## Notice and Responsibilities Regarding this Catalog

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*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Gerontology

**Degree:** Graduate Certificate, Gerontology

**College:** Health Professions

**Department:** School of Social Work

**Contact:** School of Social Work (207) 221-4513

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### Program Information

#### Overview

The University of New England's post-baccalaureate Gerontology Certificate Program (GCP) is designed for individuals who wish to attain an academic credential in the area of gerontology. Successful completion of the 18-hour GCP will result in a certificate of graduate study (CGS). Courses are designed for practicing professionals seeking to maintain currency in their fields, and for non-professionals wanting to explore the field of gerontology and the issues of aging.

The program integrates knowledge and skills from multiple health-related disciplines. Courses are designed to assist students in understanding the field of gerontology and aging through an interdisciplinary approach that emphasizes the acquisition of specific skills needed by health care and mental health professionals who are working with older clients, patients and consumers of health care.

The focus of the Gerontology Certificate Program (GCP) is service. Students who complete the program have the ability to apply their knowledge in the delivery, implementation, improvement, and evaluation of services for older people.

#### Mission Statement

The School of Social Work at the University of New England is committed to the values of human dignity, individual and cultural diversity, individual and collective self-determination, and social justice. We honor the uniqueness of the individual while simultaneously respecting people's membership in groups distinguished by class, race or ethnicity, gender or sexual orientation, culture, religion, age or ability. With a strengths perspective as our primary organizing theme, our efforts to promote growth and change respective of such uniqueness demand a commitment to struggle against and ameliorate oppression in all its forms, including discrimination, social and economic injustice, and violence.

Professional social work knowledge and skills emanate from these values and form the basis for our educational program. We provide students with the opportunity to understand people's strengths, individually and collectively. We focus on identifying and understanding societal barriers to human dignity including thorough assessment of social, psychological, economic and organizational oppression, their impact on people's lives, and the strengths people have developed to endure, resist, and change. Our learning environment (1) facilitates and encourages self-examination and reflection; (2) provides respect for each student as both teacher/learner; and (3) demands that our own actions serve as models for operationalizing these values in the classroom, among colleagues, in our governance, and in the University and community.

We prepare our graduates as advanced social work practitioners firmly based in these values as the principles guiding their work. We provide students with the knowledge and skills to promote human relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop the human rights, resources and opportunities to achieve social justice.

#### Program Goals

1. To prepare students to practice in the field of gerontology - to carry out professional roles and responsibilities consistent with the values and ethics of specific professions as they relate to work with the elderly.
2. To help students develop an understanding of health, wellness and maintenance of functional abilities as it relates to aging.
3. To prepare students to understand the psychological and social context of aging within the parameters of practice in a health care or mental health setting.
4. To provide students with an interdisciplinary classroom experience where they are able to learn new skills both from their own professional perspective as well as that of other health care professionals.
5. To help students develop and implement professional gerontology practice relationships based upon empowerment and connection to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.

#### Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the master's degree in social work.

## Admission

### Requirements

The Gerontology Certificate Program is offered at the post-baccalaureate level and awards the certificate of graduate study upon successful completion of the 18-credit-hour curriculum. Students are required to hold a bachelor's degree from an accredited institution with the exception of registered nurses with an associate's degree.

### Procedures and Policies

A complete admissions application contains the following materials:

1. A completed application form.
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate and graduate, if applicable, from accredited college(s) or university(ies).
3. If not a current UNE student, an application fee of \$40.

### Non-Matriculated Students

Students may enroll in one or two courses (maximum of six credits) on a space available basis prior to applying to the program. However, in order to attain a certificate of graduate study, an individual must be admitted to the Gerontology Program. Individuals may be admitted into the program in September, January, and May.

## Transfer Credit and Advanced Standing

### Transfer Credit

Applicants can request a transfer of credit applied to required courses. Transfer of credit only occurs for graduate courses taken at an accredited institution, under the following conditions:

1. The request for transfer of credit must be initiated at the time of application to the certificate programs. In no event will a request for transfer of credit be considered when made by students already admitted to the certificate programs.
2. The transferred credit must have been earned at the appropriate level at an accredited university or college within five years preceding the request for transfer.
3. The transferred credit must be accepted by certificate program faculty in order to waive a specific course in the certificate program curricula. A maximum of six credit hours can be transferred toward required courses in any certificate program.
4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Gerontology Certificate Program coordinator or designee with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

### Advanced Standing

Advanced Standing status does not apply to this certificate program.

## Curricular Requirements

The full 18-credit Gerontology Certificate Program is designed as an interdisciplinary set of course work for students who are not currently enrolled in a UNE health care graduate degree program. Nurses, social workers, occupational and physical therapists, psychologists and licensed counselors, physician assistants and nursing home administrators are among those who would be in this category.

The curriculum is also designed so that currently enrolled students in health care professions can complete certificate requirements within one year and within their current course of study. The certificate requires 18 credits, but with careful selection of existing courses students can complete the certificate with a minimum of nine elective credits in gerontology. Students in the Gerontology Certificate Program should plan for a portion of their field experience to be aging-related and supervised by a professional in the field of gerontology/geriatrics.

### Graduate Certificate, Gerontology (18 credits)

	Credits
GER 520 Counseling Elders and Their Families	3
GER 560 Legal and Ethical Issues	3
GER 571 Social Work Practice with Groups	3
GER 625 Aging and Health	3
GER 627 Pharmacology: Drugs and Behavior	3
GER 670 Death and Dying	3

## Academic Policy

### Grading

Course grades are determined by the student's performance in that course and expressed as a letter grade. A passing grade is considered to be a "B" or better. Other details of the grading process, as well as general rules and regulations are detailed in the UNE School of Social Work Student Handbook.

### Incomplete Grades

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work by the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

## Financial Information

### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

## Completion Requirements

Students must successfully complete the 18-credit-hour curriculum to receive the certificate of graduate study

## Faculty

Courses are taught by experienced academic faculty who have expertise in the field of aging and by community practitioners. These professionals instruct as well as mentor students utilizing scholarship, research, and clinical methods.

Betsy Gray, MSW

Donna McNelly, MS, BSN, RN

Marilyn Gugliucci, Ph.D.

David Prichard, Ph.D.

## Notice and Responsibilities Regarding this Catalog

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Graduate Public Health

**Degree:** Master of Public Health (M.P.H.) and Graduate Certificate, Public Health

**College:** Osteopathic Medicine

**Division:** Community Programs

**Contact:** Graduate Public Health Education Program Office  
University of New England  
11 Hills Beach Road  
Biddeford, ME 04005

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## Program Information

### Overview

The Graduate Public Health Education Programs include both the master of public health and the Certificate of Advanced Graduate Study (CAGS) in Public Health. The programs are designed to provide graduate-level education in the disciplines associated with public health to working adults, traditional students, health professionals and medical students. The format includes web-based distance learning, part-time capability, on-campus summer-intensive course, and other aspects to make the program both flexible and useful to students interested in graduate-level education in public health, regardless of where they live.

The master of public health is a 45-credit hour curriculum is designed to enhance student's skills in a variety of professional areas including analysis, communication, program development and public health practice and management. All program courses from the Certificate of Advanced Graduate Study (CAGS) in Public Health are transferable to UNE's MPH degree program.

The Certificate of Advanced Graduate Study (CAGS) in Public Health is an 18-credit hour program providing students with the core public health science they need to either enhance their professional knowledge or to pursue a graduate degree in the field.

### Mission Statement

The Graduate Public Health Program's mission is to improve the health and promote the well being of individuals families, and communities, through education, research and service.

### Program Goals

1. Provide students with an introduction to the basic knowledge skills and values necessary for individuals engaged in professions related to public health.
2. Provide a program that is: population-based, community-oriented, based on a concept of social justice, provides a multi-cultural perspective, is multi-disciplinary, highlights public/private linkages, and is based on the attainment of defined student competencies.
3. Provide a program that is a value-added degree to health professional students and graduates.
4. Provide a program that meets the needs of professionals working in public health-related areas seeking advanced training and credentials.
5. Provide a program that is convenient in its delivery and accessibility.

### Accreditation

The Master of Public Health and the Certificate of Advanced Graduate Study in Public Health are programs approved by the Maine State Board of Education and the New England Association of Schools and Colleges. The programs will be seeking accreditation from the Council of Education for Public Health.

## Admission

Applications for admissions into the Master of Public Health Program and the CAGS in Public Health are considered as received, and course work can begin following admission. Applicants are encouraged to prepare application materials carefully and completely to ensure timely action by the Admissions Committee.

### Prerequisites

Prerequisites to participating in the MPH/CAGS PH include, but are not limited to:

- A sincere interest in continuing professional development in public health science.
- The potential to improve practice through application of new knowledge and skills.
- Current employment in a setting conducive to applying course concepts and strategies.
- The ability to pursue rigorous graduate study.

## Requirements

- Bachelor's degree from a regionally accredited undergraduate institution or international college or university with a major that is relevant to the student's professional goals.
- Undergraduate overall GPA of 3.0.
- College-level courses in mathematics **and** science or satisfactory completion of a graduate level course in mathematics or science with a minimum grade of B. **In lieu of college-level courses in either**, students may transmit GRE subject test scores in mathematics or science, or GRE quantitative ability score.  
Technology Requirements: Students are expected to have access to the Internet and computer audio capability. Courses in the public health graduate education programs are delivered by WebCT (online format with audio).

## Procedures and Policies

Application procedures to be admitted to the program consists of the following steps:

1. Complete the Graduate Public Health Education application forms and submit to Graduate Admissions, UNE, Biddeford, ME 04005-599.
2. Submit the non-refundable \$40 application fee with the form. The fee must be in U.S. funds and may be submitted by check, money order, or cash.
3. Goal statement (500-700 words) that describes applicant's personal development and future public health professional goals.
4. Include a current professional resume or curriculum vitae (optional for students who recently completed their undergraduate education.)
5. Arrange to have three references completed and forwarded to the address above (one must be from a supervisor or recent faculty member in Math or Science). References should substantially address the applicant's qualifications for graduate public health study.
6. Submit official transcripts of all college and post-secondary attendance.
7. *International students must provide an official TOEFL Score of 550 or higher, paper test; 213 or higher, computer; or an official minimum Cambridge Test score at level 6. Also required are official post-secondary transcripts, translated into English (if necessary). It is recommended this evaluation be conducted and sent by World Education Services, Inc., of New York City. These materials must be submitted before applications can be considered for admission.*

## Immunization

University policy and Maine State law requires that immunization documentation be submitted upon acceptance into Graduate Public Health Education programs. A Confidential Immunization Questionnaire will be sent to students once admitted. The completed questionnaire must be returned prior to beginning the first course.

## Non-Degree Seeking Students

Students who do not wish to seek a degree may enroll in individual courses. Students may take up to a maximum of two courses as a non-matriculant. Students wishing to take more than two courses in the program must apply to UNE and be accepted into the program prior to enrolling for the third course. **Students cannot move from non-matriculated to matriculated status within the same semester.**

To enroll as a non-matriculated student, a completed course registration form is all that is required. This enrollment form enables students to enroll in two graduate public health education courses without formal admission to the program. Matriculated students will be given priority over non-matriculated students in cases where courses are filled to capacity.

There is no application fee; however, students admitted under this status will pay an additional non-refundable program fee of \$25 per semester. Please request a registration form from the GPH office.

## Transfer Credit and Advanced Standing

### Transfer Credit

Graduate Certificate program in Public Health: Upon acceptance, students may apply to transfer up to two, 3-credit courses (a maximum of six credits) into the program.

Master of Public Health (MPH) Program: Upon acceptance, students may apply to transfer up to 9 credits into the program.

Transfer courses must:

- a. Be classified as graduate-level.
- b. Have been taken within five years of application.
- c. Be from a regionally accredited institution.
- d. Have a grade of B or better.
- e. Be equivalent to required program courses.
- f. Not been applied toward any other degree here or elsewhere, awarded or to be awarded.

*To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and complete the transfer credit of credit form. Transfer credit is awarded at the discretion of the Graduate Public Health program director or designee.*

### Advanced Standing

Students who have earned a certificate of graduate study in public health from another institution within the last five years, can apply for admission to the MPH program with advanced standing. The MPH program will grant advanced standing when a faculty review determines that the courses are equivalent to the UNE certificate courses, and that student's transcripts reflect a B or better in all core public health courses.

UNE graduate certificate-matriculated students in good standing, may apply to the MPH program and request advanced standing at any time during the certificate program. UNE graduate certificate students can apply for advanced standing in the MPH program within five years of completing the graduate certificate program in Public Health.

### Curricular Requirements

The Graduate Public Health Education curriculum competencies are founded upon the core competencies proposed in 1997 by the Council on Linkages Between Academia and Public Health Practice to guide educational institutions in developing their curricula for graduate education in public health. It also incorporates the eight competencies presented by the Institute of Medicine's Report, *Who Will Keep the Public Healthy: Educating Professionals for the 21st Century* (2003, National Academy of Sciences.) The UNE Master of Public Health Program and CAGS in Public Health Program competencies are noted below (with MPH only asterisked):

1. **Analytical Skills: Developed through Principles of Epidemiology, Biostatistics, Healthcare Economics,\*\* and Public Health Financial Management courses along with other learning experiences throughout the curriculum.**
  - a. Define a problem.
  - b. Determine the appropriate use of data and statistical methods.
  - c. Select and define variables relevant to defined public health problems.
  - d. Evaluate the integrity and comparability of data and identify gaps in data sources.
  - e. Understand how data illuminate ethical, political, scientific, economical, and overall public health issues.
  - f. Understand basic research designs used in public health.
  - g. Understand the analysis of capital projects and priority setting.
  - h. Analyze financial information and present cases identifying problems, evaluation alternatives, and recommending a course of action.\*\*
2. **Communication Skills: Developed through Social and Behavioral Health, Organizational Theory and Behavior\*\* and Health Literacy\*\* courses and in term papers, written projects, class presentations, group projects, and online discussions along with other learning experiences throughout the curriculum.**
  - a. Communicate effectively both verbally and in writing.
  - b. Present demographic, statistical, programmatic, and scientific information accurately and effectively.
  - c. Solicit input from individuals and organizations.
  - d. Lead and participate in groups to address specific issues.
  - e. Demonstrate understanding of communication, planning, and decision-making, and how they effect organizational performance.\*\*
3. **Population Development/Program Planning Skills: Developed through Public Health Administration, Health Care Information Systems\*\* and Practicum\*\* courses along with other learning experiences throughout the curriculum.**
  - a. Collect and summarize data relevant to an issue.
  - b. Research policy at local, state, national, and international levels.\*\*
  - c. Articulate the health, fiscal, administrative, legal, social, and political implications of policy options.
  - d. State feasibility and expected outcomes of policy options.
  - e. Decide on the appropriate course of action.
  - f. Write a clear and concise policy statement.
  - g. Develop a plan to implement the policy, including goals, outcome and process objectives, and implementation steps.
  - h. Translate policy into organizational plans, structures, and programs.
  - i. Identify public health laws, regulations, and policies related to specific programs.
  - j. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.
  - k. Demonstrate an understanding of ethics and its role in public health policy, program design, and implementation.\*\*
4. **Cultural Skills: Developed through Principles of Epidemiology, Social and Behavioral Health, Introduction to Public Health Concepts, International Health\*\*, and Public Health Ethics, Policy and Law\*\* courses along with other learning experiences throughout the curriculum.**
  - a. Identify the role of cultural, social and behavioral factors in determining disease, disease prevention, health promoting behavior, and medical service organization and delivery.
  - b. Demonstrate knowledge and ability to apply the principle of cultural sensitivity, and cultural competency in public health practice.\*\*
  - c. Understand the dynamic forces contributing to cultural diversity\*\*
  - d. Demonstrate the ability to identify the cultural factors that contribute to disease prevalence and re-emergence.\*\*
  - e. Demonstrate understanding of the impact of global trade on world health status.\*\*
5. **Community Dimensions of Practice Skills: Developed through Public Health Administration, Introduction to Public Health Concepts, Organizational Theory and Behavior\*\*, Social and Behavioral Health, Community Based Participatory Research\*\* courses along with other learning experiences throughout the curriculum.**
  - a. Establishes and maintains linkages with key stakeholders.
  - b. Utilizes leadership, teambuilding, negotiation, and conflict resolution skills to build community partnerships.
  - c. Collaborates with community partners to promote the health of the population.

- d. Identifies how public and private organizations operate within a community.
  - e. Accomplishes effective community engagements.
  - f. Identifies community assets and available resources.
  - g. Develops, implements, and evaluates a community public health assessment.
  - h. Describes the role of government in the delivery of community health services.
- 6. Basic Public Health Science Skills: Developed through Introduction to Public Health Concepts, Social and Behavioral Health, Community Based Participatory Research\*\*, Public Health Administration, Epidemiology, Introduction to Environmental Health, and Biostatistics courses along with other learning experiences throughout the curriculum.**
- a. Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
  - b. Understand research methods in basic public health science.
  - c. Apply the basic public health sciences including both behavioral and social sciences, Biostatistics, and Epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries.
  - d. Understand the historical development and structure of federal, state, and local public health agencies.
  - e. Describe genetic factors in common and complex disease.\*\*
  - f. Understand the mission and perspectives of public health and how this role has evolved in the context of political, economic, and social milieu over the past one hundred years.\*\*
  - g. Identify and describe the major institutions and organizations involved in public health.\*\*
  - h. Understand the mechanisms of public health management: leadership, organization, community assessment, data management, communications, and research.\*\*
  - i. Understand the mechanism of public health services delivery: chronic disease control, tobacco control, substance abuse control, dental disease control, infectious disease control, environmental health, primary care, maternal and child health, injury control and laboratory services.\*\*
  - j. Understand the issues that will determine the future of public health.
- 7. Financial Planning and Management: Developed through Public Health Administration and Public Health Financial Management\*\* courses along with other learning experiences throughout the curriculum.**
- a. Develops and presents a budget.
  - b. Manages programs within budget constraints.
  - c. Applies budget processes.
  - d. Develops strategies for determining budget priorities.
  - e. Monitors program performance.
  - f. Prepares proposals for funding from external sources.
  - g. Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
  - h. Manages information systems for collection, retrieval, and use of data for decision-making.\*\*
  - i. Negotiates and develops contracts and other documents for the provision of population-based services.
  - j. Conducts cost-effectiveness, cost-benefit, and cost utility analyses.\*\*
- 8. Leadership and System Thinking Skills: Developed through Public Health Administration, Introduction to Public Health Concepts, Organizational Theory and Behavior, and Public Health Policy, Law and Ethics courses along with other learning experiences throughout the curriculum.**
- a. Creates a culture of ethical standards within organizations and communities.\*\*
  - b. Helps create key values and shared vision and uses these principles to guide action.
  - c. Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning).
  - d. Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.\*\*
  - e. Promotes team and organizational learning.
  - f. Contributes to development, implementation, and monitoring of organizational performance standards.\*\*
  - g. Uses the legal and political systems to effect change.\*\*
  - h. Applies theory of organizational structures to professional practice.\*\*

### Courses

The CAGS in Public Health includes the following required courses:

1. GPH 706 Public Health Administration: A Systems Approach (3 credits)
2. GPH 716 Biostatistics (3 credits)
3. GPH 712 Principles of Epidemiology (3 credits)
4. GPH 726 Social and Behavioral Health (3 credits)
5. GPH 722 Introduction to Environmental Health (3 credits)
6. GPH 715 Public Health Concepts (3 credits)

Additional Master of Public Health Courses include:

1. GPH 700 Public Health Policy, Law and Ethics (3 credits)
2. GPH 705 Community Based Participatory Research (3 credits)
3. GPH 728 Health Literacy (2 credits)
4. GPH 720 Organizational Theory and Behavior (3 credits)
5. GPH 735 Health Care Information Systems (3 credits)
6. GPH 725 Public Health Financial Management (3 credits)
7. GPH 730 Health Care Finance/Economics (3 credits)
8. GPH 740 International Health (3 credits)
9. GPH 742 Integrating Public Health Practicum (4 credits)

### Internships/Practical Experience

Students employed in applicable public health settings are encouraged to use their own worksite for field placements. Additionally, a variety of organizations have indicated support for this program and a desire to serve in this capacity. The City of Portland Public Health Division, Healthy Community Coalitions, Maine Center for Public Health, Anthem Blue Cross Blue Shield and the Maine Bureau of Health, Divisions of Community Health and Family Health have offered to be field placement sites.

#### Sample Projects in Which Master of Public Health Students Could Engage

1. Work on background and need sections of major federal grant proposal.
2. Development of program website.
3. Strategic identification of partners and locations for distribution of outreach materials targeting at risk population.
4. Development of county-specific data highlights.
5. Focus groups of women for women's health plans
6. Analysis of sources of primary and secondary health data.
7. Development of adolescent health surveillance system.
8. Analysis of sources of data on older women's health; recommendations of joint projects to improve health status of older women.
9. Research and analysis for policy statements, legislative drafts and position papers.
10. Design of surveillance system.
11. External reviewer for public health programs.
12. Program evaluation design and analysis.
13. Technical writing.
14. E-health projects.

### Program Standards

#### Satisfactory Academic Progress

Students must maintain a cumulative grade-point-average (GPA) of 3.0 (B) or better. Failure to do so will result in academic probation and possible termination from the program.

Students receiving a grade below B- (80 pts) in any course will be immediately placed on academic probation in the Graduate Public Health Education Program. A student receiving a grade below B- (80 pts) has the option to re-enroll and repeat the course to achieve a grade of B- (80 pts) or better. Students repeating the course, must complete the registration form and pay the tuition.

### Academic Policy

#### Repeat Grades

Courses in the Graduate Public Health Education Program are offered once per year. If a student fails to meet the minimum required grade (B-), s/he is allowed to repeat the course; however, s/he must wait until the next time that course is offered in the schedule. Students repeating the course, must complete the registration form and pay the tuition.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester and academic period in which they are enrolled.

#### Grade Scale

A	94-100 pts.	Outstanding
A-	90-93 pts.	Excellent
B+	87-89 pts	Competency achieved to high standard
B	84-86 pts.	Competency achieved
B-	80-83 pts.	Satisfactory competency
F	80 or below	Failing

Students in the program are expected to maintain a "B" (3.0) average over the course of their studies. Students who receive two or more B-'s in courses undergo an educational review. Any student who fails two or more classes is dismissed from the program.

#### Incomplete Grades

Students are expected to complete all course work by the appointed end date of the term or course. Under extenuating circumstances, a student may petition the course instructor and program director or designee, in writing, for a temporarily-assigned Incomplete (I) grade. The petition must include an expected date of course completion agreed upon by the instructor and student, and may not to exceed four weeks following the end of the term and/or course. The I grade must be changed within the time limit imposed by the course instructor, but no more than four weeks following the end of the semester or four weeks following the end of a Graduate Public Health course. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

#### Audit Policy

A student may, with prior consent of the instructor and the the CAGS in Graduate Public Health Education director or designee, enroll in a course for an audit grade (AU). This must be requested done at the time of registration for the course and must be accompanied by signed approval of the instructor and program director or designee. This applies to both matriculated and non-matriculated students. Reversal or change of an audit grade is not possible. Once enrolled for AU the grade becomes permanent on a student's academic record. The student who wishes later to be graded for such a course must re-enroll in and pay for graded credit. In auditing a course, the student is expected to attend classes regularly but is not permitted to submit course work

for evaluation, take examinations, receive grades, or earn credit. Auditing a course does not count toward enrollment status (i.e., part-time, full-time, etc.) and therefore cannot be considered for financial aid purposes, veteran's benefits, etc.

### Academic Dishonesty

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the dean of the appropriate College. Academic dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action which destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

### Financial Information

#### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

#### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call 207 602-2342 or visit the [Financial Aid website](#).

### Graduation Requirements

To qualify for completion of and receive the Certificate of Advanced Graduate Study in Public Health students must:

- Satisfactorily complete 18 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the CAGS in Public Health faculty for graduation.
- Completed the required 18 credits within three consecutive years.
- Have no outstanding financial obligations to the University.

To qualify for completion of the program and receive the Master of Public Health (MPH) students must:

- Satisfactorily complete 45 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the MPH faculty for graduation.
- Completed the required 45 credits within six consecutive years.
- Have no outstanding financial obligations to the University.

### Faculty

Tipton, Meredith L. Ph.D., Lasalle University, M.P.H., University of Michigan; B.S. University of San Francisco.	Associate Dean, Division of Community Programs, COM
Gregory, Karin J.D., Franklin Pierce Law Center; M.P.H., Boston University; B.A., Wells College	Adjunct Faculty
Kuehnert, Paul M.S., University of Illinois at Chicago; B.S., Webster University.	Adjunct Faculty
Lee, Rorie Ph.D., Temple University; M.P.H., Temple University; B.A. University of Pennsylvania	Adjunct Faculty
Most, Ivan Sc.D, University of Massachusetts Lowell; P.E., Registered Professional Engineer; M.S.M.E., Rensselaer Polytechnic Institute; B.S.M.E., University of Massachusetts	Adjunct Faculty
Polascek, Michele Ph.D., John Hopkins University; M.H.S., John Hopkins University; B.A., John Hopkins University	Adjunct Faculty
Rines, Emily M.P.H., University of South Carolina; B.A., University of New Hampshire	Course Coordinator
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Program Director

### Notice and Responsibilities Regarding this Catalog

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*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## Educational Leadership

**Degree:** Certificate of Advanced Graduate Study (CAGS), Educational Leadership

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)



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## Program Information

### Overview

The Certificate of Advanced Graduate Study (CAGS) in Educational Leadership is a post-master's program of study leading to an educational administrative credential and has been designed to offer high-quality, cost-effective, and innovative curricula delivered through an online, Internet format. This program requires completion of ten post-master's courses (30 credits). Emphasis is on developing the knowledge and skills needed by school administrators and other educators who wish to assume significant leadership roles in their schools, educational institutions, and communities. The program meets the Interstate School Leadership Licensure Consortium (ISLLC) standards.

### Program Goals

The goals of the CAGS program are to prepare students to:

- Administer schools in a humanistic, caring manner.
- Instill a sense of responsibility and ethical decision-making.

• Meet the Interstate School Leadership Licensure Consortium Standards (ISLLC) to enable school educators to obtain administrative certification nationwide. The six ISLLC standards state that a school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
5. Acting with integrity and in an ethical manner.
6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

### Accreditation

The CAGS program is approved by the Maine State Board of Education. All programs at the University of New England also are accredited by the New England Association of Schools and Colleges (NEASC).

### Admissions Requirements

Prerequisites to participate in the Educational Leadership Program include:

1. A sincere interest in continuing professional development as an educational leader.
2. The potential to improve practice through application of new knowledge and skills.
3. Current employment in an educational setting where you have regular access to an environment in which you can apply course concepts and strategies.
4. Experience in a leadership capacity (i.e. team leader, committee chair, department leader, subject-matter coordinator or other relevant leadership role in an educational setting).
5. The ability to pursue challenging online graduate study.
6. Sufficient computer skills to navigate the worldwide web.
7. Owning or having regular access to a computer with internet connection, with the hardware and software requirements described on the CAGS webpage <http://uneonline.org>.
8. Ability to be a positive change agent, maintaining professional ethics and supportive management strategies.
9. Master's degree from a regionally accredited college or university, or recognized master's degree or equivalent from

recognized university in an overseas nation.\*

10. Have a minimum of three years' teaching experience in an accredited public or private school.

\*As a non-matriculated student, you may take up to 12 credits in the CAGS program without having completed a master's degree.

### Procedures and Policies

Applications for admissions into the CAGS Educational Leadership Program are considered as they are received. A new cohort will begin online every term. Applicants are encouraged to prepare application materials carefully and completely in order to ensure timely action by the Admissions Committee.

The application process to be admitted to the program consists of the following steps:

1. Complete the Certificate of Advanced Graduate Study in Educational Leadership application forms (available in paper or online) and submit to UNE no later than 45 days prior to the start of the term (i.e., August 15, December 15, or April 15).
2. Submit the non-refundable application fee of \$40. The fee must be in U.S. funds and may be submitted by check, money order, or credit card.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.
4. Write a personal goal statement that addresses the following:
  - a. Your experience as a teacher and/or administrator.
  - b. Your experience in leadership roles, including your personal style of leadership.
  - c. Your interest in further graduate study.
  - d. Your ability to succeed in a distance learning format.
  - e. Your post-CAGS professional goals.
5. Arrange to have three letters of recommendation from professional educational colleagues, written on institution/organization letterhead, with accompanying recommendation forms sent to the CAGS Office (letters should substantially address the applicant's qualifications for CAGS study; one letter must be from a supervisor).

Letters of recommendation (and the accompanying forms) are very important components to your application. You may wish to select your references carefully and discuss with each one of them the importance of providing substantive recommendations that address the criteria. References from friends, family members, or religious leaders are not appropriate for the CAGS program.

6. Provide evidence of at least three years of teaching or administrative experience in an educational institution.
7. International students must supply an official TOEFL Score of 550 or higher or an official minimum Cambridge Test score at level 6. You must also have all of your post-secondary transcripts translated into English (if needed) and officially evaluated by the World Education Service in New York City. These materials are part of your application packet and must be submitted before your application can be considered for admission.

Term	Application Deadline	Beginning of Term
Fall Term	August 15	October 1
Spring Term	December 15	February 1
Summer Term	April 15	June 1

The Admissions Committee reviews all materials and correspondence in its evaluation of applications. The following criteria will be used to evaluate your personal goal statement and letters of recommendation.

1. There are indications of leadership potential.
2. There are indications of a desire for professional improvement and growth.
3. The writing conveys excitement of learning and leading.
4. There is evidence of compatibility with the distance-learning format.
5. The writing is organized, cohesive, and cogent.
6. There is evidence that the applicant is willing to apply new ideas and techniques.

### Non-Matriculated Students

Students who do not wish to seek the Certificate of Advanced Graduate Study may enroll in an individual course. Students may take up to four courses as a non-matriculate. Please note that one exception is the internship courses (**EDU 711 and EDU 712 are NOT available for non-matriculated students**).

To seek enrollment as a non-matriculated student, please make sure to do the following:

1. Complete the Application form for Certificate of Advanced Graduate Study.
2. Submit the non-refundable application fee of \$40. The fee must be in U.S. funds and may be submitted by check, money order, or credit card.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.

4. Submit a personal/professional goal statement indicating:
  - a. Your reasons for enrolling in CAGS courses. (Please specify which courses).
  - b. Your ability to succeed in an online format.
  - c. Your professional goals and how CAGS courses will help you meet these goals.

### Immunization

University policy and Maine state law require that immunization documentation be submitted prior to your matriculation. The CAGS staff realizes that this law appears to have no relevance to an online program. However, all CAGS students will be on campus during their program of study and the law requires that the form be on file before you start classes. Please help us by completing and returning the form immediately.

This process requires that you take the Confidential Immunization Questionnaire form to your own primary health care provider for completion and a signature, and return the form to the Westbrook College Campus Student Health prior to matriculation. Please note that the Confidential Immunization Questionnaire is the only form on which the required information may be submitted.

The immunization information requested will only be used to document the University of New England's compliance with state law and University program requisites. Information submitted regarding your health status will not be released without your informed consent.

On the form, list immunization records. This is required of all students regardless of the program for which you have been accepted. Two doses of the MMR vaccine may be substituted for the individual measles, mumps, and rubella vaccine. Proof of immunity on the basis of having had the disease requires a titer for all students born after 1956. Immunization dates must include both month and year and each titer result must be reported in the same date format and verified for accuracy by the health care provider signing the attestation statement on your form.

Please be certain that your primary health care provider signs the completed form including the statement of health. By signing this form, your health care provider is officially verifying the accuracy of the information from available records as stated on the form. A health care provider's signature does not indicate that he/she personally administered any vaccines except where deficiencies existed in comparison to the stated requirements.

University policy and State of Maine law states that students attending a postsecondary school as a candidate for a degree, diploma, or a graduate certificate cannot be enrolled in or attend school without required proof of immunity. Only two situations warrant exception to this policy:

1. The student presents the school with a letter from a physician on his or her letterhead stating that an immunization against one or more of these diseases is medically inadvisable.
2. The student states in writing an opposition based on a sincere religious belief or for strong moral, philosophical, or other personal reasons.  
In either of the above cases, the Immunization Waiver Form should be completed and returned to Westbrook College Campus Student Health in lieu of the immunization form.

### Transfer Credit and Advanced Standing

Upon acceptance to the CAGS program, you may apply to transfer up to two 3-credit graduate level courses (maximum of 6 credits) into the Post-Master's Certificate in Educational Leadership Program. The courses for which you are requesting transfer credit must meet the following criteria:

- a. Must be graduate-level courses taken after the receipt of your master's degree.
- b. Must have been taken within the last five years.
- c. Must have been taken at an accredited college or university.
- d. Must have a grade of 'B' or higher.
- e. Must be equivalent to courses required in the CAGS program.

To request consideration for transfer credit, you must provide an official transcript, a course syllabus and outline, and a succinct statement justifying the course equivalency of the course (or courses) for which you are requesting transfer credit. Materials will be reviewed by CAGS faculty. Transfer credit is awarded at the discretion of the faculty and the Admissions Committee.

The Leadership, Professional Responsibilities, and Ethics Seminar cannot be satisfied through transfer credit.

Individuals who have completed 12 CAGS credits as a non-matriculated student, may complete the balance of their certificate if they apply and are accepted as a matriculated student in the certificate program.

### Advanced Standing

Advanced placement is not an option in the CAGS program, but six credits of graduate work beyond a master's degree maybe considered as transfer credits toward the certificate.

### Curricular Requirements

The Certificate of Advanced Graduate Study in Educational Leadership curriculum consists of eight 3-credit online courses, a one-week residential summer seminar, and a 3-credit internship within your local area. A minimum of 30 credits must be taken to be awarded the certificate.

The University of New England's Certificate in Educational Leadership curriculum is designed to apply as broadly as possible to requirements throughout the country, meeting basic ISLLC (Interstate School Leadership Licensure Consortium) standards. However, it is the responsibility of the candidate to confirm what course content is needed in the state in which certification is sought and to discuss with your advisor if alternative courses need to be accommodated.

**UNE's CAGS program requirements are:**

EDU 701 - Educational Leadership  
 EDU 702 - School Law  
 EDU 703 - Educational Change/School Reform  
 EDU 704 - Supervision and Evaluation of Instructional Personnel  
 EDU 705 - Leadership, Professional Responsibilities, and Ethics Seminar  
 EDU 706 - School Community Relations & Communications  
 EDU 707 - Instructional Leadership  
 EDU 709 - School Finance  
 EDU 711 - Internship I  
 EDU 715 - Organizational Theory and Strategic Planning

**UNE's CAGS program additional offerings:**

EDU 712 - Internship II  
 EDU 713 - Independent Study  
 EDU 720 - Special Education Law

**Program Standards****Probation/Dismissal**

Students must maintain a minimum cumulative GPA of 3.0 ("B"). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. A student receiving an "F" must register and pass the failed course with a grade of "C" or better before registering for any additional credits.

**Re-admission**

Students who have withdrawn from the CAGS program, either self-initiated or administrative withdrawal, must reapply to the program if they wish to continue their studies. The application procedures, academic policies, and program requirements that are in effect upon re-enrollment will apply to the student's program upon re-enrollment.

Students who re-enroll following withdrawal will have their previous coursework evaluated for applicability to the existing academic requirements. Coursework that is more than five years old will not be accepted for credit in the CAGS program.

**Academic Policy and Honesty**

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the dean of the appropriate college. Academic dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action that destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research materials, ideas, or the language of other persons or writers and the submission of them as one's own.

It is expected that students will accurately and correctly document all academic resources. APA format is the required style for citing sources and establishing a bibliography. If you are unfamiliar with what constitutes plagiarism, please do an online search to acquaint yourself with all of the components of plagiarism. You may also check the [Georgetown University Honor Council](#) for a plagiarism description.

Documented instances of academic dishonesty will be reviewed by UNE administrators. Violation of the academic honesty policy will result in a grade of 'F' being issued for the course involved. A student who has violated the academic honesty policy may also be dismissed from the CAGS program and UNE.Text

**Grading**

Faculty establish their individual grading criteria and grading scale in courses which they teach.

**Incomplete Grades**

An incomplete 'I' grade may be given by the faculty to a student who is going passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The student must request an incomplete from the faculty (by letter or via e-mail) at least one week prior to the end of the term in which the student has registered for the course. The 'I' grade must be changed within the time limit determined by the faculty and may not extend beyond one term following the end of the semester. Until changed, the I grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the faculty, results in the assignment of an administrative \*F grade for the course. Once an 'I' grade is removed, academic standing will be updated according to good standing or probationary standards. The student will be required to retake and repay for the course in order to receive credit when an administrative \*F has been given.

**Financial Information****Tuition and Fees**

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding

tuition and fees, please consult the [Financial Information section](#) of this catalog.

### On Campus Seminar

Additional costs will be incurred for housing, board, and general services related to EDU 705, Leadership, Professional Responsibilities and Ethics Seminar. The cost for housing and board are determined annually.

### Other Expenses

CAGS students who drop a course after registration will be assessed an additional processing fee of \$35 which will be deducted from their eligible refund.

### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the [Financial Aid website](#).

## Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Educational Leadership, you must:

- Complete 30 credits which is composed of eight 3-credit on-line courses, a 3-credit summer seminar at the University of New England campus, and a 3-credit internship within your local area.
- Maintain a minimum GPA of 3.0.
- Pay all tuition and fees when due.

## Additional Information

### Name and Address Changes

Students are responsible for notifying the University of New England CAGS Office and Registrar's Office of name, address, phone, and email changes through the [Change of Address, Name, or Phone Form](#).

### Students With Disabilities

Students with disabilities who require accommodations or modifications should communicate their needs to the Director, Office of Students With Disabilities, University of New England, 11 Hills Beach Road, Biddeford, ME 04005.

### Technical Support

Students who require assistance with access to online course materials and information should address their computer access questions/problems to the staff at eCollege.com. A technical support telephone number will be provided to students who matriculate in the online CAGS degree program.

## Department of Education Faculty

See [Education: Graduate Programs Information](#)

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## Post-Baccalaureate Teacher Certification Program (TCP)

**Outcome:** Eligible for Teaching Certification by State of Maine

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan J. Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)



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### Program Information

This 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 elementary (K-8), secondary education (7-12 in either life science, physical science, English, history, mathematics), or art education can be obtained. After completion of this certification program a student is eligible to enroll in the Master's in Education degree with a concentration in Teaching Methodology. This master's builds on the TCP program and with the addition of 5 core courses (15 credits), one also receives a master's degree in education.

### Admission requirements and successful progression in the program

1. A completed application form;
2. Three letters of reference;
3. Personal essay;
4. Official passing scores on Praxis I;
5. Official transcripts from all institutions (including UNE) verifying successful completion of the bachelor's degree with a minimum grade point average of 2.5 and, if seeking secondary or art certification, a minimal grade point average of 3.0 in the subject field in which one wishes to teach;
6. Completed transcript analysis from the Maine Department of Education.

During the program all professional education courses must be passed with a C or better and an overall grade point average of 3.0 must be maintained. Students receiving a grade below C in any education course must retake the course until at least a C is attained and cannot take additional courses until this requirement is met.

As of the October 1, 2006 application deadline for internships beginning the spring of 2007, all students must show evidence of passing Praxis II before the internship application deadline.

Students may obtain Praxis II registration information from the Department of Education office or from the Educational Testing Service website.

In addition to these achievement requirements, students admitted to UNE's teacher education programs are assessed systematically for the purpose of determining their professionalism and suitability for teaching. Students complete self-assessment questionnaires in each professional education course and these are reviewed by faculty. If serious reservations arise in two or more of the assessments, a committee will convene to determine a student's continuance in the program. Finally, students must participate in the Professional Education Review Board (referenced later in this section of the catalog) in which competency in the ten Maine teaching standards must be shown.

### Transfer Credit

Students are permitted to transfer a maximum of 9 credits into the TCP if the courses are determined to be equivalent to UNE requirements. A transcript of the graduate work, course description and syllabus must be submitted to your education advisor to begin the process of review.

### Curricular Requirements

#### Elementary Certification

#### Credits

EDU 202/502 - Curriculum Theory & Design*	3
EDU 217/517 - Teaching Reading*	3
EDU 220/510 - Exceptionality in the Classroom*	3
EDU 330/549 - Educational Psych and Classroom Management*	3
EDU 361/561 - Teaching Social Studies in Elementary School*	3
EDU 367/567 - Teaching Science in Elementary School*	3
EDU 373/573 - Teaching Elementary Mathematics*	3
EDU 320/520 - Language Arts*	3
EDU 430/530 - Educational Assessment and Evaluation*	3
EDU 490 - Elementary Internship and Seminar*	15
<b>Total Elementary Certification Credits</b>	<b>42</b>
<b>Secondary Certification</b>	
EDU 133/533 - American Education*	3
EDU 202/502 - Curriculum Theory & Design*	3
EDU 220/510 - Exceptionality in the Classroom*	3
EDU 330/549 - Educational Psych and Classroom Management*	3
EDU 430/530 - Education Assessment and Evaluation*	3
Select one appropriate methods course from the following list:	3
EDU 436/536 - Teaching Secondary English*	
EDU 437/537 - Teaching Secondary Science*	
EDU 438/538 - Teaching Secondary Social Studies*	
EDU 439/539 - Teaching Secondary Math*	
EDU 441/541 - Methods of Art Education*	
EDU 492 - Secondary Internship and Seminar* or	15
EDU 493- K-12 Internship and Seminar*	
<b>Total Secondary Certification Credits</b>	<b>33</b>

\*Indicates that the course requires a field experience.

### Program Standards-Accreditation Importance Notice

The Education Certification Programs are approved by the Maine Department of Education and meet documented state standards. Please note that state requirements can change over time, which can affect curriculum and test requirements for students. Please check with your education advisor to obtain any updates.

### Field Experience

The faculty in the Department of Education are committed to ongoing and frequent observation and involvement in schools. The teacher education programs at UNE have a specific competency-based focus to meet the ten Maine standards for teacher certification. All students engaged in teacher preparation will spend time in a field setting in each of the semesters for which they are registered for professional education courses. Involvement in the schools will be connected to specific, course-related tasks (e.g., observation, the teaching of lessons, conducting of experiments, administration of assessments, etc.) The actual number of hours spent in the school setting will depend upon the number and nature of the courses in which students are involved. Transportation to and from schools is the responsibility of the student.

### Internship

Courses may not be taken during the internship semester, so all required coursework must be completed the semester prior to the internship. Admission to the internship is not guaranteed (see section on "Admission requirements and successful progression in the program"). In addition, the student should have:

1. Sufficient knowledge regarding the components of effective instruction.
2. Sufficient knowledge of appropriate grade-level content and teaching methods.
3. Sufficient knowledge of the developmental needs of students.
4. Sufficient knowledge of how to establish and maintain effective cooperative relationships with school personnel, students, and parents.
5. Understanding of and empathy for working with students.

The selection of individual internship sites will be made by the Certification and Placement Officer. Geographical location relative to UNE is a consideration. UNE has a collaborative relationship with many districts and selects both schools and teachers based on their interest in and ability to assist interns in demonstrating mastery of the Initial Certification standards. Placement in an internship is not guaranteed. The Department of Education, through its Certification and Placement Officer, will make a good faith effort to negotiate an appropriate placement. Schools have the right to refuse placement requests. The University, at its discretion, will not place students in internship settings (1) where an intern's children or relatives are enrolled, or (2) where a spouse or relative of an intern is currently employed.

### Professional Educator Review Board (PERB)

All students enrolled in the internship must demonstrate their teaching competence with respect to Maine's Ten Standards for Initial Certification before the Professional Educator Review Board (PERB). The Board is comprised of professional educators from area schools as well as UNE faculty. Students are required to develop a portfolio reflecting their proficiency in meeting these state standards and present and defend the portfolio in front of the Board. Passing the PERB is a requirement for completion of the certification program and subsequently being recommended to the Maine State Department of Education for teacher licensure.

### Additional Academic Policies

#### Course Withdrawal Policy

In the fall, spring and summer semesters, a student may withdraw from a course without academic penalty with a grade of W at any time during the first two-thirds of the semester as specified in the current academic calendar. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered. The grade of WF is computed in the grade point average.

#### Incomplete Policy

An incomplete (I) grade may be given by the instructor to a student, who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. Until changed, the I grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative \*F grade for the course. Once an I grade is removed, academic standing will be updated according to dean's list, good standing or probationary standards.

#### Completion Requirements

All coursework including the internship should be completed within a five-year timeframe. A delay beyond the five years might warrant the retaking of course work. Furthermore, if state certification requirements change prior to your completion even within the five year timeframe, those changes must be incorporated into a revised plan program in order to meet state certification regulations.

### Financial Information

#### Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

#### Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342, or visit the [Financial Aid website](#).

### Department of Education Graduate and Undergraduate Faculty

See [Education: Graduate Programs Information](#) page.

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**Graduate Education Video Courses:****For Non-Degree Seeking Students**

**Outcome:** Courses generally used by teachers for salary advancement or recertification

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Susan Hillman (Chair) [shillman@une.edu](mailto:shillman@une.edu)

Program Description

Admission Requirements

Video Course Selections

Academic Policies

[Department Website](#)

**Program Description**

These video-based courses have been reviewed and approved by the Education Department and the College of Arts and Sciences to be offered to non-degree seeking educators who wish graduate credit for recertification and salary advancement. If you hold a teaching certificate in CT, MA, ME, NH, RI, or VT and are not matriculated in UNE's M.S.Ed. program, you are eligible to enroll in these courses that stand alone and do not lead to any degree or certificate. Each 3-credit course is equivalent to a 45 contact-hour graduate course. Since these courses are offered in conjunction with Canter & Associates, for registration information go to <http://www.canter.net>.

**Admission Requirements**

- Must hold a teaching certificate
- Cannot be matriculated in a master's level UNE program

**Video Course Selections**

- EDUV-503 Supporting the Struggling Reader - 3 credits
- EDUV-504 Assertive Discipline And Beyond - 3 credits
- EDUV-505 How to Get Parents On Your Side - 3 credits
- EDUV-506 Succeeding With Difficult Students - 3 credits
- EDUV-507 The High-Performing Teacher - 3 credits
- EDUV-508 Strategies for Literacy Instruction: Phonics, Vocab. & Fluency - 3 credits
- EDUV-509 Classroom Management to Promote Student Learning - 3 credits
- EDUV-511 Strategies for Literacy Instruction: Comprehension - 3 credits
- EDUV-514 Teaching Students To Get Along - 3 credits
- EDUV-515 Foundations of Reading and Literacy - 3 credits
- EDUV-516 Building Your Repertoire of Teaching Strategies - 3 credits
- EDUV-519 Curriculum & Instruction Design to Promote Student Learning - 3 credits
- EDUV-523 Motivating Today's Learner - 3 credits
- EDUV-524 Including Students w/Special Needs: Curriculum, Instruction, and Assessment - 3 credits
- EDUV-526 Math: Teaching for Understanding K-6 – 3 credits
- EDUV-527 Learning Differences: Effective Teaching w/Learning Styles & Mult. Intelligences- 3 credits
- EDUV-531 Assessment To Improve Student Learning - 3 credits
- EDUV-532 Helping Students Become Self Directed Learners - 3 credits
- EDUV-534 Teaching Reading in the Elementary Grades - 3 credits
- EDUV-543 Integrating the Internet into the K-12 Curriculum - 3 credits
- EDUV-546 Improving Reading in the Content Areas 6-12 - 3 credits

**Academic Policies****Submissions**

All course work must be typed or computer-generated. If hand-written material is submitted, it will be returned.

**Deadlines**

Course cancellation policies and completion deadlines are outlined in the Course Information Packet that is sent with all course materials. It is the responsibility of the student to become familiar with all deadlines since they fluctuate each term, but these deadlines will be strictly enforced to ensure the integrity of fairness to all students.

**Incomplete Grades**

An Incomplete (I) grade may be given by the Education Department Chair to a student who, for reasons beyond his/her control, is not able to complete the work on time. The student must request an emergency extension from the Education Department Chair (by letter or via e-mail) prior to the course work deadline in the term which the student has registered for the course. The I grade must be changed with the time limit determined by the department chair and may not extend beyond one term following the end of the semester. Until changed, the I grade defers computation of credits and grade point for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the department chair, results in the assignment of an administrative F grade for the course. The administrative F will remain a permanent part of the student's academic record for that semester. The student will be required to retake and repay for the course in order to receive credit when an F or an administrative F has been given. Once an I grade is removed, academic standing will be updated according to good standing or probationary standards.

**Notice and Responsibilities Regarding this Catalog**

The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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## Doctor of Osteopathic Medicine

**College:** Osteopathic Medicine (COM)

**Department:** College of Osteopathic Medicine  
[College Website](#)

**Contact:**

UNECOM Office of Recruitment, Student and Alumni Services (RSAS)  
 University of New England  
 11 Hills Beach Road  
 Biddeford, Maine 04005

Phone: 207-602-2329

Fax: 207-602-5967

Email: [RSAS@une.edu](mailto:RSAS@une.edu)

[UNECOMadmissions@une.edu](mailto:UNECOMadmissions@une.edu)

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# UNE College of Osteopathic Medicine

## Mission Statement

The mission of the University of New England College of Osteopathic Medicine (UNECOM) is to provide for the education of osteopathic physicians and other health professionals. The College is dedicated to the improvement of life through education, research, and service, emphasizing health, healing, and primary care for the people of New England and the nation.

## Accreditation

The University of New England College of Osteopathic Medicine is accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA). The University of New England is accredited by the New England Association of Schools and Colleges.

Additionally, the Maine Medical Association's Council on Continuing Medical Education and Accreditation (CCMEA) has accredited the University of New England College of Osteopathic Medicine to provide continuing medical education for physicians, including both D.O.s and M.D.s.

## Osteopathic Medicine

Osteopathic medicine was conceived by an American frontier doctor, Andrew Taylor Still, who recognized the limitations in the medical care of his day and approached the treatment of the patient from an aspect of complete unity. That is, man is the unified whole of all his components which interrelate inseparably in physical and psychological functions. He articulated a set of principles that have continued to guide the profession into its second century. These are:

1. The body is an integral unit, a whole. The structure of the body and its functions work together interdependently.
2. The body systems have built-in repair processes that are self-regulating and self-healing in the face of disease.
3. The circulatory system with its distributive channels throughout the body, along with the nervous system, provide the integrating functions for the rest of the body.
4. The contribution of the musculoskeletal system to a person's health is much more than providing framework and support. The musculoskeletal system and disorders of the musculoskeletal system may affect the functioning of other body systems.
5. While disease may be manifested in specific parts of the body, other body parts may contribute to restoration or correction of the disease.

The first school of osteopathic medicine was founded by Dr. Still in 1892 in Kirksville, Missouri (now the A.T. Still University of Health Sciences, Kirksville College of Osteopathic Medicine). There are currently 21 colleges of osteopathic medicine (four of which have a second branch campus), and graduates are privileged and credentialed in hospitals throughout the country.

The degree of doctor of osteopathic medicine (D.O.) is granted to graduates of osteopathic medical schools to indicate to the public that these physicians have received an education that is distinctive from allopathic (M.D.) physicians.

Consistent with the philosophy and training programs of the osteopathic profession, the majority of osteopathic physicians practice primary care medicine. Their interest in holistic medicine, one of the basic tenets of their osteopathic heritage, encourages them to provide both preventive and curative services to their patients on a comprehensive and continuing basis.

To serve the total needs of osteopathic family physicians and their patients, the profession has developed training programs and certifying boards in the various established specialties. Osteopathic specialists adhere to the same basic philosophy of medicine as their family practice colleagues. Osteopathic specialists are required to follow the same educational program, which includes a 12-month rotating internship, as the basis for entry into post-doctoral specialty training. Today, licensed osteopathic physicians practice all branches of medicine and surgery in all fifty states.

## The Osteopathic Oath

*I do hereby affirm my loyalty to the profession I am about to enter.*

*I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatments consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.*

*I will be ever vigilant in aiding the general welfare of the community sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it may be asked of me.*

*I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.*

*I will look with respect and esteem upon all those who have taught me my art.*

*To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me.*

*I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathy which were first enunciated by Andrew Taylor Still.*

*In the presence of this gathering I bind myself to my oath.*

## History of UNECOM

In 1972, a group of New England osteopathic physicians met informally to discuss their concern about the aging population of D.O.s in the New England area and the difficulty of New England students in securing admission to osteopathic colleges. Osteopathic physicians comprised the majority of physicians available in numerous rural and urban areas. Failure to replace them would cause not only a marked loss to the profession but, more importantly, to the patients who had come to depend on osteopathic medical care. The group discussed ways of dealing with this problem and moved to establish an osteopathic college in New England.

The New England Foundation for Osteopathic Medicine (NEFOM) was incorporated in 1973 in the Commonwealth of Massachusetts. Since its inception, the purpose of this nonprofit tax-exempt organization has been "to operate and maintain a foundation for the promotion of osteopathic medical education, osteopathic medical research, and the improvement of health care in osteopathic medical hospitals and related institutions." These goals were established as a response to the needs recognized by the profession, which later became documented in studies supported by the Bureau of Health Manpower of the then U.S. Department of Health, Education and Welfare. The establishment of NEFOM, as well as the planning for the creation of a college of osteopathic medicine, was based on regionalism: the development of one osteopathic medical school to serve the six New England states was looked upon as an efficient and economical use of the region's resources.

The New England College of Osteopathic Medicine opened its doors in the fall of 1978 with an entering class of 36 students. This momentous achievement was largely due to the financial support and hard work of individual osteopathic physicians, their state societies, the region's osteopathic hospitals, and grateful patients. Following four years of continued effort and financial support from the profession and its friends, the College graduated its first class in June of 1982.

The purposes of the College are consistent with those established for all accredited colleges of osteopathic medicine by the American Osteopathic Association Council on Osteopathic College Accreditation. According to these guidelines, the primary purpose of all accredited colleges of osteopathic medicine is to educate competent osteopathic physicians. In addition, the colleges should contribute to the advancement of knowledge and the development of the osteopathic contribution to medicine through research. The colleges are also responsible for the creation of opportunities for continued study for teachers, investigators, and physicians. In the area of public service, the colleges are expected to provide quality osteopathic health care to their respective communities.

As the only college of osteopathic medicine in New England, the following are UNECOM's distinctive purposes:

1. To develop physicians who understand in depth and will utilize the premises of osteopathic medicine and the holistic approach to health care, thus providing New England with health care that is distinctly osteopathic in philosophy and orientation.
2. To develop osteopathic physicians who realistically perceive their potentials and limitations as physicians and human beings, and whose primary focus is people and health rather than disease.
3. To educate physicians who are well qualified to practice family medicine and thereby increase the number of qualified primary care physicians in the New England region.
4. To develop physicians who will practice medicine in the underserved rural and urban areas of New England.
5. To provide health care training at an overall lower cost to society than alternate models.
6. To continue New England's tradition of leadership in the development of new health care concepts and techniques.

As these goals indicate, the educational program is oriented toward the training of osteopathic primary care physicians. This is not an empty set of words reflecting the current interest of the federal government and society on holistic health care and family medicine. Both the didactic curriculum and the clinical training programs emphasize the knowledge and skills basic to osteopathic family practice.

What is an osteopathic family practitioner? The family practice physician assumes responsibility for comprehensive and continuous health care for families and patients of all ages, evaluating their total health needs and providing long-term medical care. When referral of a patient to a specialist is indicated, the family practice physician makes the referral and then acts as the

coordinator of the team providing specialized health services while still preserving the continuity of care. In short, the osteopathic family practitioner provides and coordinates comprehensive health care for a group of patients of all ages over an extended period of time.

While the College has chosen family practice as the focus of its educational program, it does not expect all of its graduates to enter family practice. However, regardless of a student's eventual field of practice, the orientation to family practice provides a good foundation upon which to build: the knowledge and skills of family practice medicine are fundamental to all medical practices and the philosophy of comprehensive care can prevent some of the negative effects of overspecialization that can result from early specialty training. For graduates who elect to enter a specialty, the profession has specialty residency training programs.

## Clinical Education

Consistent with the College's emphasis on primary care, its clinical training programs include community hospitals and health centers. Such community hospitals are similar to the facilities where many of the college's graduates will eventually practice. While community hospitals form the core of the clinical clerkships, affiliations have been arranged to provide a variety and range of clinical experiences. Students are required to complete core clerkships in the assigned disciplines at sites selected by the college during the third year, and selective and elective training at approved programs during the fourth year. It is frequently necessary for the student to leave the New England area for part or all of the core clerkship training period.

The College has formulated the concept of community-based Clerkship Training Centers (CTCs) which it began to phase into the academic schedule in 1997. The CTC is a community-based education site of one or more training institutions within geographic proximity that allow a coordinated delivery of the third-year Core academic training experience. These coordinated sites will provide the patient base, the didactic and experiential opportunities, the supervisory infrastructure and the longitudinal evaluation necessary for the accomplishment of the educational goals of the core clerkships. Please see [Core predoctoral clinical clerkship affiliates](#) for more information .

UNECOM enjoys an educational affiliation with a number of postgraduate internship and residency programs. Serving as a sponsor for these independent programs, the college provides liaison services to the American Osteopathic Association for the purpose of assuring AOA approval for the training programs. Graduates can apply to these and other postgraduate programs for internship and residency for postdoctoral training. The college believes these affiliations exemplify the breadth and depth that these collaborative arrangements offer our graduates for postgraduate training. Please see [postgraduate affiliates](#) for more information.

For ambulatory-based programs, the College uses the offices of clinical faculty members throughout New England as well as a number of community health programs. The ambulatory programs train students in office practice and teach students about the collaborative roles and skills of non-physician health care providers. In addition, the College operates University Health Care which has established model primary care facilities. Through rotations at the centers, the College is able to demonstrate the type of medicine it would like its students to practice.

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**Contact:**

UNECOM Office of Recruitment, Student and Alumni Services  
University of New England  
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# UNECOM Admissions

## Criteria for Admission

Applicants to the University of New England College of Osteopathic Medicine (UNECOM) are judged on their demonstration of scholastic abilities, motivation to practice osteopathic medicine in New England, and the emotional stability necessary to study and practice osteopathic medicine. Admission will be denied to applicants who fail to maintain a good scholastic record and personal conduct during the period between their acceptance and matriculation.

### The minimum scholastic requirements for admission are:

1. A minimum of 90 semester hours or 75 percent credit towards a baccalaureate degree from a college or university accredited by a regional accrediting agency.
2. A cumulative grade point average of 2.7 or better on a 4.0 scale in both elective and required subjects.
3. Satisfactory completion of the following courses, including laboratory:
  - a. One year of English composition and literature.
  - b. Four semesters of chemistry, one of which must be biochemistry.  
The lab component is required for the first three chemistry classes. The usual sequence would include two semesters of general chemistry including lab, one semester of organic chemistry including lab, and one semester of biochemistry without a lab.
  - c. Eight semester hours (two semesters) of physics, including laboratory.
  - d. Eight semester hours (two semesters) of biology, including laboratory.
4. Satisfactory completion of the Medical College Admissions Test (MCAT), taken within two years of application. The Admissions Committee reserves the right to adjust the minimum requirement, as it deems appropriate, on a yearly basis.

Students are encouraged to enroll in additional courses to broaden their science background in subjects such as: anatomy, biochemistry, calculus, embryology, genetics, histology, microbiology, physiology and physical and quantitative or analytical chemistry. However, it is not advisable to elect science courses exclusively; the Admissions Committee believes that undergraduates should receive a broad-based education that includes the humanities and social sciences.

The Admissions Committee also considers a number of other factors when evaluating applicants. Some of these variables are: personality, maturity, breadth of background, work experience, extracurricular activities, and sense of responsibility.

For the purpose of eventual licensure to practice, applicants are also encouraged to study the detailed requirements of the laws governing preprofessional educational requirements in the states in which they are contemplating practice.

On-campus interviews are given to qualified applicants upon invitation so that the Admissions Committee can further evaluate candidates. Preference is given to qualified applicants from the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

## Admission Procedures

The College of Osteopathic Medicine participates with other osteopathic colleges in a centralized application processing service called the [American Association of Colleges of Osteopathic Medicine Application Service \(AACOMAS\)](#). The service collates materials, computes grades and transmits standardized information to the applicant and to the colleges that the applicant designates to receive them. AACOMAS takes no part in the evaluation, selection, or rejection of applicants.

Once the processed AACOMAS application is received, the College provides all applicants meeting the minimum requirements

an opportunity to submit supplementary materials that must be returned directly to the College with a \$55.00 application fee. The College reviews and interviews students on a "rolling admissions" basis beginning in the fall. Applicants are urged to complete their applications as early as possible in order to receive early consideration for an interview. The College reserves the right to close applications at any time that it deems necessary.

The following information is required by the College of Osteopathic Medicine:

1. To be sent to AACOMAS:
  - a. A fully completed [AACOMAS application](#) including the AACOMAS processing fee.
  - b. Complete official transcripts of scholastic records from all colleges and universities attended. Required courses must be completed by January 1 of the year for which admission is sought ( i.e., January 1, 2007 for August 2007).
  - c. The Medical College Admissions Test (MCAT) scores, taken within two years of application, sent directly from the testing service. AACOMAS' number is 600.
2. To be sent to the College of Osteopathic Medicine by the applicant upon invitation to do so:
  - a. Completed UNECOM supplemental application with a \$55.00 application fee.
  - b. Recommendations from two faculty members (preferably in the sciences) familiar with the applicant's undergraduate or graduate work OR one letter from the applicant's premedical committee or advisor.
  - c. Recommendation from another professional person acquainted with the applicant's background.
  - d. Although optional, it is strongly suggested that the applicant provide one or more recommendations from an osteopathic physician.
3. To be sent to the College of Osteopathic Medicine prior to matriculation:
  - a. Official transcripts from all college and universities attended.
  - b. Submission of health and immunization records as required by UNECOM policy.
  - c. Signed Technical Standards document.

Inquiries specific to the College' application process may be directed to:

Admissions Office  
 University of New England  
 College of Osteopathic Medicine  
 11 Hills Beach Road  
 Biddeford, Maine 04005-9599  
 1-800-477-4UNE or 207-602-2212

## Applicant Protocol

From the American Association of Colleges of Osteopathic Medicine (AACOM):

Applicants aspiring to become osteopathic physicians (D.O.) are expected to act professionally in their interactions with the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and with each college of osteopathic medicine. Responsibility, respect, good judgment and cooperation are qualities valued by the osteopathic medical profession and it is expected that applicants will demonstrate these qualities throughout the application process.

1. Applicants are responsible for becoming familiar with admission requirements, following application procedures and meeting all deadlines at each school to which they apply.
2. Applicants are responsible for the collection and timely submission of supplemental applications, letters of evaluation, transcripts and all applicable fees.
3. Applicants are responsible for reporting and updating any changes in the initially submitted applications (e.g., address, telephone number, academic status, and state of residence).
4. Applicants are responsible for responding promptly, either to accept or to decline all interview invitations and offers of admission.
5. Applicants who have a final decision on the medical school they plan to attend, have the obligation to promptly withdraw their applications from all other schools.

## Articulation Agreements

- Qualified students in the **College of Arts and Sciences at the University of New England** may apply for early admission to the College of Osteopathic Medicine following their junior year at UNECAS. The 3-4 Program allows mature, qualified UNECAS students to complete an undergraduate degree and doctor of osteopathic medicine (D.O.) degree in seven years. The 3-4 Program is for students admitted to UNECAS and is open to any major.
- The **University of Maine, Orono**, and UNECOM have established an articulation agreement enabling qualified University of Maine students to complete an undergraduate degree and D.O. degree in seven years.
- **Utica College** in Utica, New York, and UNECOM have established an articulation agreement enabling qualified Utica College students to complete an undergraduate degree and D.O. degree in seven years.
- **Hartford College** in West Hartford, Connecticut, and UNECOM have established an articulation agreement enabling qualified Hartford College students to complete an undergraduate degree and D.O. degree in seven years.

- **Springfield College** in Springfield, Massachusetts, and UNECOM have established an articulation agreement enabling qualified Springfield College students to complete an undergraduate degree and D.O. degree in seven years.
- **Tufts University Post-Baccalaureate Premedical Program** in Medford, Massachusetts, and UNECOM have entered into an agreement whereby qualified individuals who have previously completed a baccalaureate degree can fulfill the required pre-requisite courses at Tufts University.
- **University of Vermont Post-Baccalaureate Premedical Program** in Burlington, Vermont, and UNECOM have entered into an agreement whereby qualified individuals who have previously completed a baccalaureate degree can fulfill the required pre-requisite courses at University of Vermont.

## Transfer Credit

Students in good standing at other colleges of osteopathic medicine may apply for transfer admission to UNECOM. Acceptance of a transfer student will be dependent upon the student's qualifications, academic compatibility, and available space. Credits may be transferred only from colleges accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA).

Transfer application requests are to be sent directly to the UNECOM academic dean, not to AACOMAS. The transfer candidate must provide:

1. Official transcripts from all colleges and universities attended, including the current college of osteopathic medicine.
2. Medical College Admission Test (MCAT) scores.
3. Letter from the dean of the college of osteopathic medicine in which the student is enrolled, stating that the student is in satisfactory standing.
4. Letters of recommendation from two faculty members at the osteopathic college where the student is enrolled.

## Advanced Standing

Individuals with extraordinary credentials in the basic science disciplines may apply for Advanced Standing credit for a particular course or courses. Criteria by which advanced standing is determined is established by each department chairperson and/or course instructor.

### First-year Basic Science Courses

All applicants who are offered admission into the College of Osteopathic Medicine will be sent the Advanced Standing Policy and application materials after they have made an initial tuition deposit. Upon receipt of the completed advanced standing application, copies will be sent to appropriate UNECOM department chairpersons/instructors for review and action.

Course work for which advanced standing might be granted must:

1. Have been completed within five years of matriculation date.
2. Have been completed with a grade of B (or >80) or better.
3. Be similar in structure and rigor to that which would be required in the UNECOM curriculum (e.g., similar laboratory components).
4. Be judged to be equivalent by the appropriate UNECOM department chairperson and/or instructor, who may require additional evidence of competency via an examination.

Provision, in a timely matter, of all documentation necessary to demonstrate these criteria, will be the responsibility of the applicant. All advanced standing applications for first-year courses must be completed prior to matriculation.

Notification: Applicants for advanced standing in the first-year courses will be notified prior to initiation of the course in question by the appropriate department chairperson/instructor.

### Second-Year Courses

Matriculating first-year students who wish to apply for advanced standing in second year courses should apply through the UNECOM Curriculum Office prior to completion of their first year. The Curriculum Office will process the application and forward the requests to the appropriate course director/system manager, who will apply the same criteria as described above, and to the Dean's Office. Applicants will be notified of the decision in writing prior to entrance into the second year.

## Extended Curriculum Plan (ECP)

The Extended Curriculum Plan (ECP) is designed to afford students the opportunity to complete the medical school curriculum within the six-year time limit for graduation by taking a reduced course load during years one and two. Students may be placed into this program upon application to the Student Affairs Committee (SAC) and with the consent and approval of the academic dean. Availability of ECP will vary according to prioritization of applications and the availability of resources to accommodate such requests, including the availability of space and clinical rotations. Students seeking an extended rotation curriculum during years three and four are referred to the Clinical Clerkship Manual and its processes.

**Criteria for Determining Eligibility**

Students must be accepted for admissions to UNECOM and must have satisfied all admissions criteria for matriculation. The applicant must demonstrate academic promise to the SAC. Students who are admitted into the ECP must demonstrate continued academic progress while enrolled in the ECP. Progress will be reviewed regularly by the Committee.

**Eligibility**

- Medical circumstances
- Academically at risk
- Leave of absence
- Student's choice
- Pre-matriculation
- Planned leave of absence including concurrent academic or professional study

**Process for Enrollment**

The academic dean may recommend that a student consider applying for acceptance into the Extended Curriculum Plan. The dean may receive recommendations for this application from the relevant associate dean or the Student Affairs Committee. When a student elects to request entry in the ECP, he/she must meet with his/her assigned faculty advisor who shall inform the student of all possible additional options such as leave of absence, behavioral counseling, learning assistance counseling, consultations with the appropriate associate dean, or other UNE academic or student resources.

When, in the opinion of the academic dean, an emergency exists, the academic dean may request an expedited review process which will be conducted by an ad hoc committee, consisting of any two members of the SAC. This ad hoc committee will report its recommendation directly to the academic dean as soon as its findings are completed.

**Prematriculation Application**

Under normal circumstances, a student must submit an Extended Curriculum Plan application to the Student Affairs Committee not less than 45 days in advance of matriculation. Students should prepare a written request for the SAC for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. The SAC will review the application and request that the Student Affairs Committee Review Committee (SACRC) investigate the application. The SACRC will present their findings to the SAC and the SAC will forward a recommendation to the academic dean.

**Concurrent Academic or Professional Study Leave of Absence Application**

Under normal circumstances, a student must submit an Extended Curriculum Plan application to the Student Affairs Committee not less than 45 days in advance of matriculation. Students should prepare a written request for the SAC for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. The SAC will review the application and request that the Student Affairs Committee Review Committee (SACRC) investigate the application. The SACRC will present their findings to the SAC and the SAC will forward a recommendation to the academic dean.

**Academic at Risk Application**

The Student Affairs Committee will consider the request as rapidly as possible. Students are expected to maintain their normal UNECOM course load while applying to the Extended Curriculum Plan. Students and faculty will assume no change in courses, exams, or other academic requirements until final approval of an extended curriculum is received from the academic dean in writing. If a student withdraws from a course in progress, he/she will receive a grade of WP or WF, whichever is applicable.

**Informal Review**

The first step of an Extended Curriculum Plan application will be a meeting, which must include the student, the student's advisor, and one of the associate deans. The student will supply a letter of application and all relevant data needed to support the request. The next step will be a formal review.

**Formal Review**

The student should prepare a written request for admission into the Extended Curriculum Plan, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. A complete application, including a curriculum data sheet, shall be submitted to the Student Affairs Committee. The SAC will review the application and request that the Student Affairs Committee Review Committee (SACRC) investigate the application. The SACRC will present their findings to the SAC. The SAC shall consider the outstanding deficiencies, the reasonableness of the curriculum, the promise for success in the curriculum.

The academic dean may grant an urgent Leave of Absence (LOA) for medical or social circumstances at any time, as he/she deems appropriate. Students who request a planned LOA or who need the ECP because of a LOA must file an ECP with the SAC. The SAC will review the plan and submit a LOA recommendation to the academic dean.

When, in the best interest of the student and UNECOM, a member of the UNECOM administration, faculty, or staff, perceives the need to consider a student for the ECP, that person shall notify the appropriate associate dean. The associate dean shall initiate the process of an informal review and formal review.

**Program Approval**

The Student Affairs Committee must review the SACRC report and pass on a recommendation to the academic dean. When the academic dean requests an expedited review, the SACRC may report its findings directly to the academic dean. Final approval of the Extended Curriculum Plan will be made by the academic dean.

All applications for the ECP will be reviewed by the Office of the Academic Dean to insure that UNECOM academic resources, including classroom and laboratory space, are sufficient to place ECP students and that third and fourth-year rotation sites placements are available for each given UNECOM class. In the event that space is not available, UNECOM reserves the right to refuse ECP admissions. Prioritization will be given to:

1. Medical/family reasons;
2. COM academic reasons; and
3. Student's election of the ECP.

**Notification**

The academic dean shall notify the student, student's advisor, SAC, Registrar, Curriculum Office, Financial Aid Office, Office of Recruitment, Student and Alumni Services, and the Business Office of the approved Extended Curriculum Plan. This notification will include the date of initiation of the plan, the conditions required to remain on the plan, the length of the plan, and when the student is to return to the regular curriculum. This notification will also include a prorated tuition plan for ECP coursework.

**Review of Academic Progress**

Student and UNECOM compliance with the plan shall be monitored by the SAC and the Academic Affairs Committee of the College. The student's academic performance will be subject to the academic standards for UNECOM students as described in the College of Osteopathic Medicine Catalog and UNECOM Medical Student Handbook.

**Notice and Responsibilities Regarding this Catalog**

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

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# Tuition and Fees

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## Deposits

### First-Year Admission Deposit

A \$500 non-refundable Admission Deposit is due according to the following schedule and is credited against tuition:

- Those accepted prior to November 15 will have until December 14 to submit their deposit.
- Those accepted between November 15 and January 14 will have 30 days.
- Those accepted between January 15 and June 14 will have 14 days.
- Those accepted on or after June 15 will be asked for an immediate deposit.

### First-Year Tuition Installment

A \$1,000 First-year Tuition Installment deposit is due according to the following schedule and is credited against tuition. It is refundable subject to withdrawal policies.

- Those accepted between November 15 and January 14 will have 60 days from receipt of their initial \$500 Admission Deposit.
- Those accepted beyond January 15 will have 30 days from receipt of their initial \$500 Admission Deposit.

## Tuition and Fees

The costs listed and described below are for the 2006-2007 academic year.

First Year Tuition	\$36,740
General Service Fee	\$505
Malpractice Insurance	\$85
Microscope Rental (first-year only)	\$85

### General Services Fee

This mandatory fee is billed to all medical students and provides the following services:

- Graduation activities including cost of receptions, speakers, diplomas.
- Student Government activities including support for clubs, programs, cultural events, etc.
- Orientation activities.
- University Health Care (basic) services.
- Campus Center featuring a gymnasium, running track, fitness center with racquetball courts, snack bar, and bookstore.
- Athletic events including intramural programs and all intercollegiate home games.
- Transcripts available at no charge.

### Malpractice Insurance

A group malpractice insurance policy insures medical students in the amount of \$1,000,000/\$3,000,000.

### Microscope Rental

(First Year Only) \$125

### Other variable fees

## Health Insurance

Medical students must enroll in UNE's Student Medical Insurance Plan unless they can demonstrate proof of comparable medical insurance. Refer to the insurance brochure and website for instructions and rates. Students are required to maintain health insurance coverage throughout their tenure at UNECOM. Students electing to enroll in comparable plans should be careful to ascertain their coverage for hazards inherent to physicians, such as hazards associated with needle sticks or blood-borne pathogens.

## MSPR/Dean's Letter

Institutional letters of recommendation, Medical Student Performance Review, for prospective postgraduate programs, such as internships, residencies, and fellowships are provided to graduating students. The first ten requests for letters shall be free of charge. All additional requests shall be assessed a \$3 fee.

## Parking Fees

Students wishing to park a vehicle on campus must purchase a parking permit from the Student Accounts Office at a cost of \$60. Failure to register a vehicle will result in a fine.

## Special Examination Fee

All students are required to take Comprehensive Osteopathic Medical Licensing Examination (COMLEX) part I, part II CE, and part II PE. All fees are determined by the National Board of Osteopathic Medical Examiners (NBOME) and are paid directly to the Board.

## Special Student Tuition

UNE undergraduate students are permitted to enroll in UNECOM courses as non-matriculating students on a space available basis. Tuition will be \$825 per credit hour. Students who later become UNECOM matriculated students will pay the full-time rate.

## Payment Schedule

Fall and spring tuition and fees are due the first day of classes.

## Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

## Refund Policies

Overpayments - The University will refund overpayments to students with Title IV Financial Aid in accordance with Federal regulations. Students may elect to have their overpayment directly deposited into a checking or savings account.

*Note:* It is customary for medical students to borrow from several sources or to sign agreements with third-party payers such as the Armed Forces, state or federal governments to cover their educational costs as well as living expenses. The University realizes that payments are not always received in a timely fashion because of delays at the bank or governmental agencies. In the event a student's loan proceeds are not received by the start of classes and the student does not have adequate resources for living expenses, a petition for exception to our refund policy can be submitted. This petition will need to be evaluated by the Office of Financial Aid, and must clearly demonstrate financial hardship. The University will refund up to one month of living expenses, as determined by the Financial Aid Office, in anticipation of student loan and/or government checks.

## Withdrawal Refund

A student who intends to withdraw from the University will be required to go through the withdrawal process. He/she must first see the UNECOM academic dean to obtain the necessary forms. Verbal notice is not sufficient. For purposes of computing refunds, the date of withdrawal recorded by the dean after receipt of withdrawal forms will be used by the Business Office to compute any refund due the student.

Refunds will not be permitted for withdrawals during summer remedial courses.

### Fall Tuition Refund\*

June 1 to orientation	90%
During the first and second week of classes	50%
During the third and fourth week of classes	25%
After fourth week of classes through Christmas Break	None

\*First year only - Refund calculated after deducting admission deposit.

### Spring Tuition Refund

During the first four weeks of classes after Christmas Break	25%
After fourth week of classes after Christmas Break	None

Refunds will not be made in the case of absence, suspension or dismissal.

Adjustments to students' financial aid awards will be made according to federal refund policies as well as specific program policies. Students who withdraw during their first semester at the University and received federal financial aid, may be entitled to a refund under the federal rules labeled "pro-rata." Students who receive federal Title IV financial aid may be entitled to a refund under the federal refund policy. The federal refund policy allows students a refund based on the percentage of time they were in attendance up to the 50% point within the semester. Details are available in the Financial Aid Office.

### Leave of Absence Tuition Credit

In the event a student desires to apply for a leave of absence, a Leave Form must be submitted to the Academic Dean's Office. The form will include the reason for leaving, as well as the expected date of return. An approved leave of absence during the on-campus portion of the curriculum will result in a refund per the Withdrawal Tuition Refund Policy. No penalty is assessed for a leave of absence during the Clerkship Training Curriculum.

A student in the military reserves will be granted a full leave of absence tuition credit should the student be called to active duty while attending courses during any given semester.

## Notes

- Students should expect annual increases in the cost of attending UNECOM since the University is subject to the same inflationary pressures that affect the rest of society.
- UNE will continue to make every effort to contain costs from the date they are announced through the current academic year. The Board of Trustees, however, reserve the right to make changes in tuition and fees at any time.
- For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. The University recommends that students open a checking account with TD BankNorth, who have installed a full-service ATM machine on campus. Checks may also be cashed daily at the Student Accounts Office and Bookstore (\$75 maximum).
- The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
- Textbooks usually cost about \$600 per semester. Students are expected to pay for those books at the beginning of the semester. Books, supplies, and other items available at the University Bookstore may be paid for with cash, check, MasterCard, VISA, and Discover credit cards. NOTE: First-year textbook costs are considerably higher.
- The University offers direct deposit to its students. Students with credit balances can have the excess funds directly deposited in the bank of their choice. The sign-up form is available [here](#).

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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# Financial Aid

[Financial Aid Programs](#)[Scholarship Programs](#)[Loan Programs](#)[Financial Aid Office](#)

## Financial Aid Programs

The Financial Aid Office at the University of New England is committed to providing students with information about the different education financing options available. This information is available on the [Financial Aid website](#). The website describes the aid application process, the types of financial assistance available, and other important information. The following provides a brief overview of the different types of aid available.

The material described below represents the most up to date information available at the time that this catalog was published. Due to the nature of federal, state, institutional and private program guidelines, this information is subject to change without notice.

## Scholarship Programs

### College of Osteopathic Medicine Scholarship

This scholarship is awarded to students demonstrating exceptional financial need. Applicants must have all of their financial aid application materials complete by May 1 in order to be considered for this scholarship.

### Sewall Osteopathic Foundation Scholarship

Two third-year UNECOM students are chosen to receive \$10,000 each during their fourth year. Applicants must be committed to primary care practice in rural areas. Applicants cannot have a conflicting service obligation (National Health Service Corps, Armed Forces, Indian Health Service). Applicants must be in good academic standing. Eligibility is not based on financial need. Applicants must complete an application essay and an interview with the scholarship selection panel.

### Founders Scholarship Fund

This scholarship will be awarded to a deserving senior UNECOM student from New England who is judged to be in financial need and who exemplifies high ethical standards toward the Osteopathic profession.

### Other University Scholarships

These scholarships are available to students demonstrating exceptional financial need. Funding comes from the University and private donors. Applications will be mailed to all current UNECOM students in the spring. The deadline for applications is in January proceeding the award year.

### National Health Service Corps Scholarship

These competitive scholarships will pay full tuition and required fees for the academic year, a single payment toward other allowable expenses and a monthly stipend (\$1,157 (before Federal taxes) for the 2006-2007 academic year). For each year of scholarship support (two-year service minimum) recipients owe one year of full-time professional practice at mainly rural sites in high-priority health professions shortage areas of the United States at facilities approved by the Public Health Service. Awards are not based on financial need. Application packets usually are available in January, and can be requested by calling 1-800-638-0824.

### Armed Forces Health Professions Students Scholarships

In exchange for a later active duty service obligation, these scholarship programs will pay full tuition, fees, the cost of required textbooks and equipment, and a monthly stipend. The Financial Aid Office has a listing of the Armed Forces recruiters local to the University who can provide additional information regarding these programs.

### Maine Osteopathic Association Scholarships

Maine residents enrolled in the College of Osteopathic Medicine should contact the Maine Osteopathic Association for scholarship applications. The application deadline is May 1. Contact: Executive Director, Maine Osteopathic Association, RR2 Box 1920, Manchester, Maine 04351. Tel: (207) 623-1101 <http://www.mainedo.org/>.

### Russell C. McCaughan Education Fund Scholarship

The American Osteopathic Foundation awards each college of osteopathic medicine a \$400 scholarship to a second-year student. The dean of the College of Osteopathic Medicine selects the recipient on the basis of academic performance, extracurricular activities, and promise as an osteopathic physician during the student's first year. Selection is made in April of each year. <http://www.osteopathic.org/>

## Loan Programs

### Primary Care Loan

This loan program is designed to assist students intending to practice in primary care. Applicants must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's age or independent status. Funding decisions are based upon the availability of funding and the total number of eligible applicants. Students must have their application materials complete by May 1 in order to be considered for this program.

**UNECOM Direct Tuition Credit Loan**

This program is available to New England residents. The loan is interest free during the borrower's UNECOM matriculation and remains interest free if the borrower establishes practice in New England for five years following the completion of an internship/residency program. Students must have their application materials complete by May 1 in order to be considered for this program.

**Federal Subsidized Stafford Loan**

This federally-guaranteed loan is available to students demonstrating financial need. The maximum amount per financial aid year is \$8,500. The student does not pay principal or interest until six months after the time when the student ceases to be enrolled at least half time.

**Federal Unsubsidized Stafford Loan**

This federally guaranteed loan is similar to the Subsidized Stafford Loan, except that interest begins to accrue from the time the loan is disbursed through repayment. Students can pay the interest while in school or elect to have all the unpaid interest added into the loan principal at the start of repayment.

**Gilbert Loan**

This low-interest loan program is available to medical students who are graduates of the University of Maine. Loan amounts vary depending upon availability of funds and the total number of eligible applicants. Contact: Office of Student Financial, University of Maine, Orono, Maine 04469, or call (207) 581-1324.

**Maine Health Professions Loan**

Available to Maine residents who demonstrate financial need. Applicants (under the age of 30) must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's independent status. Applicants over the age of 30 are required to provide income information for themselves (and spouse, if applicable). Loan amounts range from \$5,000 to \$20,000 annually. Contact Pam Crate, Finance Authority of Maine at P.O. Box 949 S Community Drive, Augusta, Maine 04333 or (800) 228-3734. The deadline is May 30 of each academic year.

**New England Osteopathic Association Loan**

This loan is available to students who have successfully completed their first year at UNECOM, have New England origins and demonstrate financial need. The loan carries a low interest rate (4%) if the recipient maintains a practice in New England; the interest rate is 12% (compounded annually) if conditions for the loan are not met. Application forms are available from the Office of Continuing Medical Education.

**Alternative Loans**

There are currently several private lenders who offer osteopathic students funding under alternative loans. These credit-based loans are designed to make up the difference between the student's recognized cost of attendance and the amount of financial aid the student receives. The Financial Aid Office will send a brochure, which has a description of some of the most advantageous alternative loan programs, to students with their award package. Contact the Financial Aid Office for additional information.

## Contacting the Financial Aid Office

The Financial Aid Office is located in Room 121 in Decary Hall. Office hours are 9 a.m. to 4 p.m. Monday through Friday. Students wishing to make an appointment with a financial aid counselor should call (207) 602-2342. The office can be reached via fax at (207) 602-5946. General correspondence can be sent via the Internet to [finaid@une.edu](mailto:finaid@une.edu).

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# UNECOM Curricular Requirements

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## Curriculum Objectives

The UNECOM curriculum is designed to educate osteopathic primary care physicians who are skilled in health promotion and illness prevention as well as the delivery of illness care.

To educate this type of physician, the basic and clinical science foundations of the curriculum are augmented by a strong program in human behavior and community medicine in the Essentials of Osteopathic Medicine and Experiences in Doctoring courses. Hospital clerkships continue to emphasize these same concepts in the setting of inpatient care with its attendant special needs and requirements.

## Graduate Competencies for the Twenty-First Century

Graduates will have the knowledge, skills, and professional perspective to:

1. Integrate Osteopathic philosophy in all aspects of their professional activities, including:
  - Using Osteopathic principles to guide health care delivery.
  - Using Osteopathic manipulative medicine in therapeutic management.
2. Understand health and illness in the context of the interrelationships of the structure and function of the mind and body, by:
  - Mastering a core of basic and clinical sciences.
  - Understanding the etiology, natural history, and prevention of core diseases.
  - Using this knowledge in the provision of health care.
3. Prevent illness; diagnose and manage acute and chronic illness; and maintain health.
4. Gather and interpret patient information, including history and physical examinations and diagnostic testing.
5. Incorporate the practice of health promotion and disease prevention in the care of patients, families and communities.
6. Use the principles of scientific inquiry in:
  - Understanding the design and conduct of clinical research.
  - Interpreting and critically evaluating research literature.
  - Evaluating practice guidelines.
7. Use scientific, economic, and ethical principles in managing cost-effective and quality care to patients, families and populations including the use and evidence-based selection of:
  - Diagnostic testing.
  - Treatment modalities.
  - Preventive techniques.
8. Understand the influence of the physical and social environment on the health of individuals, families, and communities.
9. Effectively teach patients, students, colleagues, and others.
10. Apply the principles of patient-centered care, including:
  - Understanding the patient's experience of health and illness.
  - Communicating effectively - listening, informing and educating.
  - Enhancing patient self-care competence.
  - Honoring individual and community values, beliefs, ability and preferences.
11. Critically appraise non-traditional healing modalities and provide guidance to patients in their use.
12. Recognize and discuss with patients, families and colleagues the ethical and legal issues involved in clinical and preventive care.
13. Pursue continuous professional development and competency through study, consultation, and personal reflection.
14. Use information technology to search out, organize and analyze information to guide clinical decision making and quality care management.

15. Function in an integrated health care system, either as an independent practitioner or as a member of a multidisciplinary team.
16. Recognize the economic and political environment in which health care occurs and its effect on the organization and business climate in which health care is provided.

## Curriculum Sections

The curriculum of the College of Osteopathic Medicine is under the direct supervision of the dean of the College via the Academic Affairs Committee and the Faculty Assembly. The curriculum is divided into two sections: the on-campus Basic and Clinical Sciences Curriculum and the Clerkship Training Curriculum.

### Basic and Clinical Sciences Curriculum

The first year of the osteopathic medical curriculum contains a variety of basic science courses. The first-year courses include: Anatomy, Biochemistry, Nutrition, Physiology, Pathology, Parasitology, Virology, Immunology, Bacteriology, Pharmacology, Principles of Population Health, Medical Jurisprudence, Embryology, and Histology.

The second year is organized into a Neuroanatomy course and Experiences in Doctoring course plus a series of ten systems representing related organ-groupings of the body; namely Nervous, Psychiatry, Musculoskeletal, Respiratory, Hematology, Cardiovascular, Renal, Gastrointestinal, Endocrine and Reproductive systems. All systems are presented from a multi-disciplinary approach integrating lectures on basic science, internal medicine, pathology, surgery, radiology, pediatrics and family medicine. Near the completion of the second year, students encounter the Clinical Decision Making course designed to prepare students for the transition into the following two years of clinical training experiences.

The knowledge to conduct a good history and physical exam is perhaps the most important information acquired in the four years of medical training. At UNECOM, this skill is developed during the Essentials of Osteopathic Medicine, Experiences in Doctoring and the Clinical Decision Making courses, and encompasses:

- Socio-psychological aspect of the patient interview
- Motor Skills
- History and Physical (H&P) Format; and Initial Differential Diagnosis

The precepts and concepts learned in these courses and systems along with Behavioral Medicine and Medical Humanities are applied in the clinical clerkships of the third and fourth year. Interwoven throughout both didactic phases of the curriculum is the course on Osteopathic Principles and Practice. An attempt is made, where possible, to vertically integrate the material in this course with that of the ongoing systems of the second year.

The courses and systems taught each year are as follows. (Also see [Course Descriptions](#))

College	Course number	Course Title	Credit Hours
<b>Year 1</b>			
COM	501	Medical Gross Anatomy	9
COM	503	Medical Histology	5
COM	505	Medical Embryology	2
COM	511	Human Function: Biochemistry	5
COM	514	Nutrition	1
COM	523	Medical Immunology	1
COM	524	Medical Virology	1
COM	526	Medical Bacteriology	3
COM	530	Medical Parasitology	1
COM	532	Human Function: Cellular	5
COM	542	Medical Pharmacology	2
COM	552	Introduction to Pathology	3
COM	558	Dermatological System	2
COM	568	Medical Jurisprudence	1
COM	581	Essentials of Osteopathic Medicine I	2
COM	582	Essentials of Osteopathic Medicine II	2

COM	584	Essentials of Osteopathic Medicine III	2
COM	586	Basic Life Support	0
COM	591	Osteopathic Principles & Practices I	5
COM	598	Principles of Population Health	2

### Year 2

COM	601	Nervous System	6
COM	603	Medical Neuroanatomy	2
COM	605	Psychiatry System	2
COM	611	Musculoskeletal System	4
COM	623	Respiratory System	3
COM	633	Hematology System	3
COM	642	Cardiovascular System	5
COM	652	Renal System	3
COM	660	Endocrine System	2
COM	662	Gastrointestinal System	3
COM	664	Reproductive System	5
COM	668	Advanced Cardiac Life Support (ACLS)	1
COM	670	Emergency Medicine	1
COM	673	Experiences in Doctoring	5
COM	687	Pharmacology and Therapeutics	2
COM	688	Pharmacology and Therapeutics II	2
COM	691	Osteopathic Principles & Practice II	5
COM	693	Clinical Decision Making	2

## Clinical Clerkship Program

The UNECOM student rotates through the clinical clerkships during the final phase of his/her predoctoral education. The clinical clerkship experience has a broad and specific goal to provide a module of osteopathic medical education preparing the student to enter a general rotating internship. Students are trained to effectively render service and to benefit from the clinical experience available in the internship setting. The clerkship is designed to fulfill a necessary step in the evolution of the UNECOM student to competency for general practice as a primary care physician. Cognitive, manual and psychomotor objectives are directed toward developing physician skills and attitudes of the student in preparation for internship. Also during this time, the student is expected to complete the transition to adult learner, asking questions and independently seeking and synthesizing information.

A part of this goal is the expectation that the future physician will consistently adhere to the osteopathic philosophy and concept in the practical management of persons for maintenance of health and for the treatment of disease, acute and chronic. Further, the student will develop the ethical character expected of future physicians as a caring person skilled in problem solving, therapeutic management and interpersonal relations and with a social sense of fiscal accountability and responsibility toward health management.

During those months, clinical services are arranged to meet core and elective requirements of the clinical practicum. Utilizing the clerkship training centers, affiliate hospitals, ambulatory care sites, and other clinical settings, students gain exposure to a scope and variety of clinical experiences appropriate to the preparation of the general practitioner. Students travel to a number of sites in the Eastern United States, experiencing health care delivery from the rural private practitioner to the inner city, tertiary care facility. Students may be required to travel or relocate to affiliate regions to complete this segment of training.

Core rotations, as determined by the Academic Affairs Committee, are assigned by the Office of Clinical Affairs from a list of affiliate sites. The core rotations include Internal Medicine, Surgery, Obstetrics/Gynecology, Pediatrics, Family Practice and Psychiatry. Required selective rotations include Internal Medicine, Surgery, Emergency Medicine, Osteopathic Manipulative Medicine, and Rural Health Care (AHEC). The student selects the sites, subject to Clinical Affairs Office approval, at which these clerkships will be done. Elective months are scheduled by the student with the approval of the Office of Clinical Affairs.

Documentation of immunization and/or a criminal background check may be required by specific affiliates or elective sites.

To graduate, the student must successfully complete all required core, selective and elective clerkship assignments as specified in the clerkship manual and syllabi. Integral to this success is the maintenance of the highest levels of academic and professional behavior standards.

### Emergency Medicine

An Emergency Medicine clerkship is a required selective hospital experience where the UNECOM student will apply the concepts of diagnosis and management of patient problems presented during the preclinical years. Students are expected to be ACLS (Advanced Cardiac Life Support) certified prior to this service. ACLS is offered during the second-year curriculum. The practical experience of recognition, differential diagnosis and therapeutic management of the patient with surgical, medical or psychiatric problems requiring urgent care is emphasized in this requirement. The student will apply psychomotor skills in musculoskeletal injuries, vascular access, wound management and cardiovascular resuscitation while demonstrating concepts of patient evaluation and management. Students may schedule additional emergency medicine services during their elective time with the approval of the Office of Clinical Affairs.

### Family Practice

Students are required to complete one core clerkship in Family Practice. The Core Family Practice clerkship is a hospital and/or ambulatory care experience where the student will apply basic concepts and skills presented during the preclinical years. By basing the experience in a community setting, the student is exposed to clinical resources united in a continuum of care, thus developing within the student an awareness of the physician's role in the total health care team. Emphasis is on the patient's reaction to illness, the physician/patient relationship, family dynamics in illness and health, and the careful and economical use of medical therapeutics, technology consultations, clinical laboratory investigation and hospitalization. Special attention is given to the patient interview, directed physical examination and patient education in the therapeutic use of the physician. In addition to training in the hospital setting, the student is likely to spend time in various clinics and the offices of individual physicians. Students may schedule additional family practice experiences during their elective months with the approval of the Office of Clinical Affairs.

### Internal Medicine

Students are required to complete two core clerkship and one selective clerkship in Internal Medicine. Internal Medicine clerkships are conducted as predominantly hospital-based experiences. The Core clerkships are completed at a clerkship training center or other affiliate site. For the selective clerkship, an additional medicine service is selected by the student in a field of interest. The clerkships are intended to provide practical clinical exposure and learning designed for the application of concepts and principles presented during the preclinical years. Additional knowledge and practical experience are emphasized to identify the range of normal functioning, to identify, diagnose and manage patients with pathologic functioning and to predict the natural course of health and disease. Students may schedule additional general or subspecialty internal medicine experiences during their elective months with the approval of the Office of Clinical Affairs.

### Obstetrics/Gynecology

Students are required to complete one Core clerkship in Obstetrics and Gynecology. This clerkship is intended to provide practical clinical exposure in the diagnosis and management of the female patient with normal and pathologic obstetric and gynecologic processes. Gynecologic surgery, labor and delivery, preoperative evaluations and postoperative care are emphasized. Students are encouraged to participate in ambulatory care where appropriate. Students may schedule additional obstetrical and/or gynecologic clerkships during their elective months with the approval of the Office of Clinical Affairs.

### Osteopathic Manipulative Medicine

The OMM rotation is a mandatory selective designed to provide hospital inpatient, nursing home and/or assisted living community, and outpatient practical (hands on) experiences. In addition, there is opportunity for attendance at family practice and OMM didactics.

### Psychiatry

Students must complete successfully one Psychiatry clerkship to meet Core clinical requirements. This Core assignment is intended to apply the concepts of diagnosis and management presented during the preclinical course work. The recognition of key target symptoms of common mental illnesses is emphasized with the Mental Status Examination providing a basis of differential diagnosis and therapy. The student will be given additional exposure in cognitive, psychomotor and affective development. Students may schedule additional clerkships in mental health and psychiatry during their elective months with the approval of the Office of Clinical Affairs.

### Pediatrics

Students are required to complete one core clerkship in Pediatrics. The required Core clerkship in Pediatrics allows the student to extend the concepts and principles developed during the preclinical years through clinical work in a hospital, clinic, and/or office setting as designed by the clinical training site. Students will learn observational and interviewing skills related to parent and child and engage individual patients and families across cultural and social boundaries. Their scientific and clinical understanding of normal growth and development will prepare them to engage parents and caregivers in health promotion. Students will gain clinical experience in the diagnosis and management of primary care pediatric patients with normal or pathologic functioning as well as an understanding of the natural course of diseases and preventive care. Their direct experiences will help them become aware of the unique vulnerabilities of infants and children that may require special attention, consultation, and/or referral. During this clerkship, students will have the opportunity to demonstrate an investigatory and analytic thinking approach to clinical situations. Further, they will use published evidence to evaluate clinical practice guidelines as they apply in multiple patient care environments.

Students will have some exposure to intensive care and pediatric subspecialties, but the emphasis is on primary care of the newborn to the adolescent. Students are encouraged to design an additional Pediatric elective based on their own learning goals in either inpatient or ambulatory care settings, scheduled with the approval of the Office of Clinical Affairs.

### Psychiatry

Students must complete successfully one Psychiatry clerkship to meet Core clinical requirements. This Core assignment is intended to apply the concepts of diagnosis and management presented during the preclinical course work. The recognition of key target symptoms of common mental illnesses is emphasized with the Mental Status Examination providing a basis of

differential diagnosis and therapy. The student will be given additional exposure in cognitive, psychomotor and affective development. Students may schedule additional clerkships in mental health and psychiatry during their elective months with the approval of the Office of Clinical Affairs.

### Rural Medicine/AHEC

The Area Health Education Center was developed at UNECOM through funding by the federal government to 1) provide educational experiences in rural Maine; 2) recruit qualified students from rural Maine; and 3) provide educational support for health professionals in rural Maine.

As part of this program, students from UNECOM are required to perform a selective rural health clerkship as part of their clinical requirements. Emphasizing, but not limited to, primary ambulatory care, students are assigned to a preceptor location in rural Maine to apply basic concepts and principles of medical care. The service is designed to develop an appreciation for the philosophy and style of rural practice by involvement with the community, physician and patient. Involvement in patient diagnosis protocols, health screening, preventive medicine and patient education are utilized. Successful completion of one service is required for graduation. Assignment is conducted by the AHEC Office, in coordination with the Office of Clinical Affairs.

### Surgery

Students are required to complete one core clerkship and one selective clerkship in Surgery. Surgical clerkships are conducted as hospital and/or ambulatory-based experiences. Successful completion of two services is required for graduation. For the Core rotation, students will be assigned to a clerkship training center or other affiliate site for general and/or specialty surgical services. The selective rotation may be scheduled at a site chosen by the student, with the approval of the Office of Clinical Affairs. The major goal of these clerkships is to provide an appreciation of the principles of surgical practice by expanding on the precepts of the classroom in a practical experience in clinical medicine. It is intended that emphasis be placed on the totality of care from the presurgical visit through the surgical encounter and the postoperative recovery. Students may elect additional surgical clerkship time during their elective months with the approval of the Office of Clinical Affairs.

### Electives

Students are afforded elective time during their clerkship training. With the approval and counseling of the Office of Clinical Affairs, students may pursue areas of special interest to complement the required core and selective services. International elective clerkships are available, with approval of the Office of Clinical Affairs. Students are encouraged to explore a wide range of options with an emphasis on the broad preparation of the general practice physician. Students are urged to pursue a course which will not narrow their career path but provide for a wider appreciation of the diversity of medicine. Specific specialty tracking during clerkships is not in keeping with the mission of UNECOM. This general preparation will provide a firm foundation for entry to internship and residency level training.

## Clinical Skills Assessment (CSA)

This program uses trained actors/evaluators as surrogate patients to test students' assessment skills and to provide feedback for students' future benefit. Each student sees several "patients" in established scenarios. Specific tasks are assigned for each scenario and may include interview, patient communication, physical assessment, ethical issue, interpretation of lab results, EKG or X-ray or any combination. Upon concluding the task, the student completes whatever paperwork is appropriate, e.g., listing of differential diagnosis, providing answers to multiple choice questions or writing a progress note.

## Affiliate Hospitals

The following are major affiliate hospitals of the College of Osteopathic Medicine. They play a significant role in the clinical experience of our students. We appreciate the dedication of those physicians who provide their time and expertise for the education of those osteopathic physicians who follow them. In addition, they are staffed by dedicated physicians who provide their time and expertise to educate a new generation of osteopathic physicians.

### Core Predoctoral Education Affiliates

#### UNECOM/Keystone Clinical Training Center

Heart of Lancaster *Lititz, Pennsylvania*  
St. Joseph Medical Center *Reading, Pennsylvania*

#### UNECOM/Leatherstocking Clinical Training Center

Bassett Health Care *Cooperstown, New York*  
St. Elizabeth Hospital *Utica, New York*

#### UNECOM/Maine Clinical Training Center

Central Maine Medical Center *Lewiston, Maine*  
Eastern Maine Medical Center *Bangor, Maine*  
MaineGeneral Medical Center *Augusta, Maine*  
Maine-Dartmouth FP *Augusta, Maine*  
Maine Medical Center *Portland, Maine*  
Mercy Hospital *Portland, Maine*  
Shipman Pediatrics *York, Maine*  
Southern Maine Medical Center *Biddeford, Maine*  
St. Mary's Regional Medical Center *Lewiston, Maine*  
United Health Services/Wilson Memorial Regional Medical Center *Johnson City, New York*  
University Health Care *Biddeford and Saco, Maine*  
University Health Care for Kids *Portland, Maine*  
St. Luke's Hospital *Allentown, Pennsylvania*

#### UNECOM/Newark Clinical Training Center

St. Michael's Medical Center *Newark, New Jersey*

Columbus Hospital *Newark, New Jersey*  
 St. James Hospital *Newark, New Jersey*  
 St. Joseph's Regional Medical Center *Paterson, New Jersey*  
 Barnert Hospital *Paterson, New Jersey*

#### **UNECOM/Rhode Island Clinical Training Center**

Roger Williams Hospital *Providence, Rhode Island*  
 Kent Hospital *Warwick, Rhode Island*

#### **Samaritan Clinical Training Center**

Samaritan Medical Center *Watertown, New York*

### **Postgraduate Educational Affiliations**

#### **AOA Internship in a Family Practice Residency**

Eastern Maine Medical Center *Bangor, Maine*  
 Central Maine Medical Center *Lewiston, Maine*  
 Maine/Dartmouth *Augusta, Maine*  
 UMASS/Fitchburg *Fitchburg, Massachusetts*  
 Albany Medical Center *Albany, New York*  
 St. Clare's Hospital *Schenectady, New York*  
 St. Elizabeth's Hospital *Utica, New York*

#### **AOA Internship in a Internal Medicine Residency**

UMASS/Memorial Health Care *Worcester, Massachusetts*  
 UMASS/St. Vincent's Hospital *Worcester, Massachusetts*  
 University of Connecticut *Farmington, Connecticut*  
 St. Michael's Medical Center *Newark, New Jersey*

#### **AOA Internship and AOA Internal Medicine Residency**

UMASS/Berkshire Medical Center *Pittsfield, Massachusetts*  
 St. Luke's Hospital *Bethlehem, Pennsylvania*

#### **AOA Internship and AOA Family Practice Residency**

Warren/Coventry FP Residency *Phillipsburg, New Jersey*  
 St. Luke's Hospital *Bethlehem, Pennsylvania*

#### **Osteopathic Manipulative Medicine Residency and AOA Approved Family Practice Residency**

University of New England *Biddeford, Maine*

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# Scholastic Regulations

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All students enrolled in the University are encouraged to acquaint themselves with the scholastic regulations, the general and specific requirements of the academic program, and the operational policies that govern the program of study. Additional information may be found in the Medical Student Handbook.

## Student Rights and Responsibilities

As part of its review, the Admissions Committee evaluates each applicant in the areas of personal and academic integrity and personal values. An invitation to join the COM community indicates that the institution feels that the applicant has a well-developed set of values and a high level of integrity. The faculty and administration are committed to fostering this sense of integrity and helping students develop an increasing awareness of the multifaceted demands of professionalism: as student physicians who are ultimately responsible for their own learning, as people who need constantly to reappraise themselves, and as future physicians who must learn to cope with a new set of demands.

Student physicians are expected to behave with respect and integrity, to face new situations and people with open minds, to maintain their intellectual and personal curiosity, and to meet their obligations. These expectations form the basis of student responsibilities.

On the other hand, student rights are based on the premise of reciprocity. That is, students should be met with the same sense of integrity, respect, and openness.

## Standards for Professional Behavior and Conduct

In order to evaluate acceptable demonstration of professional behavior and conduct for graduation, the following standards were adopted by the UNECOM faculty:

1. Behaves in a responsible, reliable and dependable manner. e.g. manages time well, is on time for assignments, meetings, and appointments; plans ahead; follows through with commitments; cooperates with person(s) in charge of programs; and takes responsibility for absences or missed assignments.
2. Demonstrates personal integrity, honesty, and self-discipline (e.g. is consistent and truthful, shows appropriate personal control, takes on tasks that he/she can manage; honest in reports and self-evaluations).
3. Projects a professional image in manner, dress, grooming, speech, and interpersonal relationships that is consistent with the medical profession's accepted contemporary community standards (e.g. maintains awareness of personal hygiene, wears white coat and name tag if expected, notifies preceptor or other leader in case of emergency absence or calls to apologize if unable to notify in advance; is respectful of other students and patients when doing physical diagnosis or treatment).
4. Recognizes his/her personal limitations and biases, whether they are intellectual, physical or emotional; strives to correct them (e.g. overcomes negative behaviors such as procrastination, learns to be a team member, and adapts to new situations; avoids discriminatory conduct or speech).
5. Demonstrates the professional and emotional maturity to manage tensions and conflicts which occur among professional, personal, and family responsibilities, seeking professional help if necessary (e.g. meets with supposed antagonists to resolve misunderstandings, gets needed help from faculty advisors, tutors, counselors, learning assistance professionals and other qualified persons, shows ability to appropriately prioritize personal, professional, and academic expectations and activities).
6. Demonstrates the ability to exercise sound judgment and to function under pressure (e.g. requests help when needed and does not endanger others, respects the difference between student doctor and doctor, and remains focused on the task at hand; remembers that as student doctor he/she represents UNECOM to the community).
7. Demonstrates ability to learn from mistakes and failures, heeds admonitions and warnings from officers of UNECOM and of clinical supervisors (e.g. is responsive to feedback and constructive criticism regarding professional behavior and attitude, understands the seriousness of academic and disciplinary warnings).
8. Demonstrates compassion and respect toward others (e.g. works cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status, and respects the privacy and individual choice of others).

9. Consistently demonstrates respect for administrators, faculty, staff, and fellow students of the University.

Failure to abide by these standards may result in academic warning, probation, or dismissal.

## Registration

The University conducts an annual registration for first and second year students during the initial days of the new academic year. During this process, students are expected to finalize payment of tuition and related fees, as delineated in the section, entitled "**Tuition & Fees**", including filing appropriate documents with the Offices of the Registrar, Financial Aid, Business Affairs, and Office of Recruitment, Student and Alumni Services. In addition, all new, incoming students are required to undergo a complete physical examination, meet UNECOM immunization requirements, and complete the medical questionnaire provided by the University as a prerequisite to enrollment. Failure to comply with meeting immunization requirement may result in the inability to register for courses, receive course grades or proceed with clinical assignments.

## Academic Records

Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Family Educational Rights and Privacy Act (FERPA), students have the right to review and inspect all education records pertaining to the students. However, letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms FERPA, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Education concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights.

University students wishing to review their records may do so by providing a written request to the Office of the University Registrar.

## Student Access and Annual Notification

FERPA ([see above](#)) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605**

## Directory Information and Disclosure

The University may disclose "directory information" without a student's consent as permitted by FERPA. Directory information is defined as: name, address, e-mail address, telephone listing, photograph, date and place of birth, level of education, academic major, degrees, honors and awards received, and educational institution in which a student most recently was enrolled.

Active students who wish to have directory information withheld from release must do so in writing on a "per-academic-year" basis. Request forms are available in the Office of the Registrar (University Campus), Student Registration and Financial Services Center (Westbrook College Campus) or Office of Recruitment, Student and Alumni Services. Requests must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a "withhold" status.

Please remember: active students must renew a request for non-disclosure each year to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; however, at the last opportunity as a student (just prior to departure from the University), written requests for non-disclosure will remain in effect until a written request to change non-disclosure status is made by the student.

## Transcripts

The following are the policies and regulations concerning transcripts:

No official transcript will be issued until all financial obligations have been met.

Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another's transcripts by an imposter.

Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped "Issued to Student".

## Attendance

The University expects the student to attend all scheduled lectures, laboratories and clinical assignments unless appropriate permission has been secured prior to the absence. Any student missing a class is NOT exempted from completing the assignment covered during the absence. For further information, student should consult the "excused absence policy" as found in the Medical Student Handbook.

## Grading

Upon completion of a unit of study, the faculty member in charge of that unit submits the number of hours taught and a grade for each student to the Academic Dean. Grades are based on a High Pass/Pass/Fail grade system.

If a student is required to repeat a unit of study, the name of the unit of study and the new grade shall be entered a second time on the transcript. The original recording of the unit of study will not be removed from the transcript. All units of study shall be listed chronologically by trimester, summer, and/or academic year during which they are completed.

## Academic Standing

The Student Affairs Committee is responsible for evaluating performance and making recommendations to the academic dean on student disciplinary and academic matters, performance, and on action(s) to be taken. Yearly, the Committee makes recommendations to the academic dean on the promotion of students to the next class. At any time the Committee deems necessary, it may inform the appropriate faculty and administrative personnel of students experiencing academic difficulties so that corrective or remedial action may be taken. Also, each year the Committee recommends to the faculty, through the academic dean, the awarding of the degree of doctor of osteopathic medicine to those students who have satisfied the graduation requirements.

The status of a student may be reviewed by the Student Affairs Committee when the student's performance is found to be unsatisfactory in the accumulation of knowledge and/or personal growth. For example, the student may be reviewed for any of the following reasons:

1. Unexcused absence(s) from class, laboratory, or clinical experience.
2. Failure to obtain a satisfactory grade in every unit of study such as a course, preceptorship, or clerkship.
3. Failure to abide by the Standards for Professional Behavior and Conduct or to exhibit the behavior, ethics, or professional manner deemed necessary for the continued study and later practice of osteopathic medicine in the judgment of the Student Affairs Committee.
4. Personal or medical reasons; in assessing personal growth, such factors as morals, emotional stability, integrity, general conduct, reliability, judgment, and rapport with patients is considered.

After discussion, the Student Affairs Committee may decide by majority vote to make one of the following recommendations to the Academic Dean:

1. No significant deficiency exists, and the student is promoted, with such oral or written caution to the student as may be recommended.
2. A significant deficiency exists and one or several of the following actions is to be taken according to the severity of the deficiency, the student's overall achievement and circumstances surrounding the deficiency (illness, family emergency, etc.):
  - a. Student is to take remedial examination(s) after an appropriate interval recommended by the department chairpersons or system coordinator most involved and approved by a majority vote of the Student Affairs Committee.
  - b. Student is to undertake special projects or studies required in the deficient area(s).
  - c. Student is placed on academic or disciplinary probation for a stated period of time.
  - d. Student is required to repeat the course(s), preceptorship(s), or clerkship(s) in which there is a deficiency.
  - e. Student is required to repeat the academic year.
  - f. Student is suspended from the College.
  - g. Student is dismissed from the College.

## Withdrawal/Dismissal

A student who is required to repeat an academic year, suspended or dismissed from the College may appeal this decision to the academic dean within ten (10) days of the decision to repeat, suspend or dismiss. The dean will convene a five-member Appeals Committee for a review of the decision. If the Appeals Committee does not uphold the requirement to repeat the year, suspension or dismissal, it will impose such other lesser requirements as it deems appropriate.

Placement of a student on academic probation or disciplinary probation indicates the faculty's extreme dissatisfaction with the student's academic or behavioral performance. While on probation, the student will not represent the college at outside events

and will be asked to curtail elected office responsibilities until their academic performance improves. In addition, a student on academic probation must pass all units of study; a student on disciplinary probation must discontinue the behavior leading to probation and maintain a record of exemplary behavior. Students who violate the conditions of probation as listed above will be reviewed again by the Student Affairs Committee, which will make such recommendations to the academic dean as it sees fit.

An application for voluntary withdrawal from the College must be submitted in writing to the academic dean. The academic dean may grant a leave of absence due to financial difficulties or for personal, medical, or family problems.

## National Board of Osteopathic Medical Examiners

The Comprehensive Osteopathic Medical Licensing Examinations (COMLEX-USA) are administered by the National Board of Osteopathic Medical Examiners (NBOME) and are divided into three levels. Levels 1 and 2 are given during the college years and Level 3 is given to qualified graduates during their internship year. The Level 2 examination consists of two independent components; written (level 2-CE) and clinical skills (Level 2-PE). Students are eligible for the Level 1 examination upon completion of Year 2, and become eligible for the Level 2 examinations upon completion of Year 3. Students must have received a passing score on COMLEX -USA Level 1 by January 1 of the third year in order to continue clinical rotations. Effective with the class entering in the fall of 2002, students must take and pass both components of the Level 2 examination prior to graduation.

Effective with the class entering in the fall of 2004, students are allowed a maximum of three attempts to pass COMLEX-USA Level 1 and each component of COMLEX-USA Level 2. Failure to pass any individual component of the COMLEX-USA examination series after three attempts will result in dismissal from the College.

Note: Registration and scheduling of the exams is the responsibility of the student. Students should also plan to register and take the COMLEX-USA Level 1 and 2 (PE and CE) with sufficient time allowed to receive exam results and be able to comply with any deadlines for clinical rotations or graduation.

## Laptop computer Requirement

The College has instituted a mandatory laptop computer requirement. Specifics regarding the minimum configuration will be available on a yearly basis.

## Graduation

The Board of Trustees of the University of New England confers the degree doctor of osteopathic medicine (D.O.) upon those students who have satisfactorily completed the requirements for graduation and who have been recommended for graduation by the faculty of the College.

Every candidate for the degree of doctor of osteopathic medicine must:

1. Be of good moral character.
2. Have fulfilled the requirements of study for the degree as determined by the faculty.
3. Have met the academic requirements of the College for the awarding of the degree and have been in residence at this College for the last two years.
4. Be free of indebtedness to this College, the University, and their affiliates.
5. Have demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continuing study and practice of osteopathic medicine.
6. Have been recommended by the faculty for graduation.
7. Be present at the commencement ceremony of his/her class at the time the degree is conferred.

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# Student Services for UNECOM Students

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## UNECOM Office of Recruitment, Student and Alumni Services

The UNECOM associate dean of students, in conjunction with the staff of the Office of Recruitment, Student and Alumni Services (RSAS), is responsible for the management and development of the following areas: Student support services (e.g. student orientation, professional development, student personnel records, student government, clubs and organizations, special events, and counseling). Matters and concerns which do not fall within either the curricular or clinical areas may be directed to the associate dean of students located in the Office of Recruitment, Student and Alumni Services.

The Office of Recruitment, Student and Alumni Services serves as a one-stop shop for addressing the needs of medical students on the university campus. They are aided in meeting the needs of medical students by other offices in the Division of Students Affairs. A description of those offices and services follows.

### COM Student Government Association (SGA)

The Student Government Association (SGA) is the official voice of the COM student body. Senate members are elected by a general ballot, with the exception of the vice-presidents of each class who serve as ex-officio senate members.

The goals of this SGA are to represent the student body in all matters affecting students, determine appropriation of monies to other student organizations, and communicate and maintain a working relationship with faculty, administration, board of trustees, alumni, and national associations.

### COM Clubs and Organizations

Currently, the COM SGA supports in excess of 30 active students organizations. Some of the club activities which are supported by the SGA include the Sports Medicine Club, the Undergraduate American Academy of Osteopathy, local chapters of the Student Osteopathic Medical Association (SOMA) and the American Medical Student Association (AMSA), Synapse (COM yearbook), and various other clubs and organizations. Sigma Sigma Phi, a national osteopathic honor society, has chartered a chapter as has Psi Sigma Alpha, the national osteopathic academic honor society. In addition, partners are involved with the school by participation in the Student Associate Auxiliary (SAA).

## University Health Care

The University Health Care - Sanford Petts Health Center provides high quality health care services to the public and to the entire UNE community, students, faculty, staff, and their dependents. This facility is located across from Marcil Hall, between Hills Beach Road and Pool Road (Route 9). A second facility available to students is the University Health Care - Saco Health Center, located on Main Street in Saco. Additional specialty facilities are located in Portland, South Portland, Falmouth, and the student clinic at the University's Westbrook College Campus in Portland.

Under the direction of osteopathic physicians, the health centers provide care in a model ambulatory care setting and provide an integrated approach to the following services: family practice, prenatal care, workers' compensation injuries, osteopathic manipulative medicine, eating disorders program, acute emergency care, X-ray/EKGs, geriatrics, gynecology, pediatrics, internal medicine/gastroenterology, physical therapy, counseling, sports medicine, orthopedics, minor surgery, and industrial medicine. Many UNE students have the opportunity to broaden their training in health care delivery through preceptorships in the health centers and through a month-long rotation during their third and fourth years. The Health Center staffs are committed to playing an active role in the maintenance of individual and community health. They have established these goals:

- a. To promote health through campus-wide programs.
  - b. To encourage individual participation in health care decisions.
  - c. To provide prompt and effective attention to all health care needs.
- Physicians are on call 24 hours per day and office hours are available Monday through Wednesday (8 a.m. to 8 p.m.), Thursday and Friday (8 am to 5 pm), and Saturday (8 a.m. to noon). The direct telephone number for the Health Center is 207-282-1516, or through the University at 207-283-0171, ext. 2358. Appointments are preferred for routine office visits and non-emergency procedures. Urgent problems are evaluated and treated based on their severity. University Health Care Physicians provide in-hospital care at Southern Maine Medical Center in Biddeford, at Mercy Hospital in Portland, or Maine Medical Center in Portland.

## Student Support Services

## Career Services

The Career Services Office is designed to help students with career and life planning. Career Advising and assessment are available for those who need assistance in identifying skills and interests, defining career goals, changing careers and developing job search strategies, with includes creating and revising a curriculum vita. The resource library contains information about careers, doctoral programs, job seeking and potential employers, as well as access to a variety of computerized resources.

## Counseling Services

Counseling Services provide a variety of services which address the psychological and emotional health of the graduate and undergraduate student population. Individual, group, or couples counseling is available. In keeping with UNE's focus on health promotion and maintenance, services such as workshops, special issues groups, informational sessions, developmental programming and consultation are designed to address the on-going needs of UNE's population.

The counseling relationship is completely confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. No information shared with Counseling Services can be released to anyone without written consent. Homicide, suicide, child abuse, elder abuse, or abuse of any incapacitated person are exceptions to confidentiality and will be reported to the appropriate persons. There is no fee for students to use counseling services.

## Disability Services

Disability Services exist to provide the qualified student with a documented disability, equivalent access to, and equal opportunity in, the educational environment. A major goal of Disability Services is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a documented disability.

Federal laws, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, state law, and the Maine Human Rights Act prohibit postsecondary institutions from discriminating against individuals with a disability. These laws require that postsecondary institutions provide reasonable academic accommodations to qualified individuals in order to ensure equal educational opportunity and access. Dependent on individual need, reasonable accommodations may include a modification to or a waiver of an institutional policy, procedure or service. This includes rules and procedures associated with clearance and course registration.

All accommodations to registration and clearance will be granted on a case-by-case basis after the student has been registered with and granted such accommodations by the Office for Students with Disabilities. The University will make a concerted effort to accommodate the student's request within reasonable means upon timely notice by the student to the Registrar's Office. The University cannot guarantee that the courses, times and locations will be equal to the student's request.

## Learning Assistance Services

Learning Assistance Services (LAS) provide a comprehensive array of academic support services, including courses, workshops, individual and group tutoring, and advising. The goal of Learning Assistance Services is to assist students to become more independent and efficient learners, so that they are able to meet the University's academic standards and attain their personal educational goals.

## Dining Services

Medical students may choose to participate in the University of New England dining service meal program. The University dining service provides three meals per day, Monday through Friday, with brunch and dinner on weekends at the cafeteria in Decary Hall. A variety of entrees are offered with a deli bar at lunch and a complete salad bar at both lunch and dinner. There is also a cash price for purchasing one meal at a time.

In addition to the full-service cafeteria there are two other dining options on campus. The Hang is a traditional campus grill and located in the Campus Center. Cafe a la Carte offers coffee, breakfast bakery, sandwiches and wraps, soup and salads, and a variety of beverages. It is located in the Alford Cafe, Alford Center for Health Sciences. Refrigerator storage, microwave ovens, toasters and purified water dispenser are also available in the Alford Cafe.

## Other Student Services

### Campus Center

The Campus Center serves as a fitness center, sports complex and student union. Exercise facilities include a comprehensive fitness center, pool, hydrospace, saunas, racquetball courts, indoor track and gymnasium. There is no additional fee for students to use the facilities, and reduced rates are available to spouses and partners. There are a number of intramural sports leagues and tournaments throughout the year, and medical students field competitive teams in competing against other medical school teams as well as undergraduate teams.

### Housing and Residence Life

At this time there is no on-campus housing available for medical students. Listings of off-campus housing are available through the Office of Housing and Residence Life website. Students are encouraged to begin their search for housing in the spring, prior to their August enrollment.

### Student Activities

All students are invited to participate in the various lecture series, movies, concerts, intramurals, and other events sponsored by the University.

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# Academic Departments and Faculty

[Academic Departments and Faculty](#)

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[University Health Care Staff](#)

## Anatomy

### Department Chair

David Koester, Ph.D.

Professor

### Faculty

Allen Bell, Ph.D.

Professor

Neal Cross, Ph.D.

Associate Professor

Steve Hartman, Ph.D.

Professor

Frank Willard, Ph.D.

Professor

## Biochemistry and Nutrition

### Department Chair

Kathryn Thompson, Ph.D., R.D.

Associate Professor

### Faculty

David Manyan, Ph.D.

Associate Professor

Gene Yonuschot, Ph.D.

Professor

## Family Medicine

### Department Chair

Bruce Bates, D.O.

Professor

## Alzheimer's Geriatric Evaluation Service (AGES)

Charlotte Paolini, D.O.

Medical Director

Darby Northway, M.H.A.

Admin Director

Mary Shabo, L.P.N.

Nurse

Lynn Juarez, RN

Nurse

## Division on Aging

Charlotte Paolini, D.O.

Medical Director

Darby Northway, M.H.A.

Admin Director

## Division of Community Health/Preventive Med.

Reuben Bell, D.O.

Director, Associate Professor

## Division of Medical Humanities

Reuben Bell, D.O.

Director, Associate Professor

## Faculty

David Adinaro, M.D.

Clinical Assistant Professor

Marie Albert, D.O.

Clinical Instructor

Judith Aldrich, D.O.

Clinical Instructor

John Alexander, M.D., FACEP

Clinical Assistant Professor

Jose Alfano, M.D.

Clinical Assistant Professor

Diane Allegra, M.D.

Clinical Assistant Professor

Ron Ashkenasy, D.O.

Clinical Instructor

Kenneth Baker, D.O.

Clinical Instructor

Leigh Baker, D.O.

Clinical Associate Professor

James Berry, M.D.

Clinical Instructor

Judith Berry, M.S.

Clinical Lecturer

Dee Bickmore

Clinical Lecturer

Spence Bisbing, D.O.

Clinical Assistant Professor

James Blum, Ph.D.

Assistant Professor

Kimberly Boothby-Ballantyne, N.P.

Clinical Instructor

Nader Boulos, M.D.

Clinical Assistant Professor

Alexander Brazalovich, D.O.

Clinical Assistant Professor

John Brewer, D.O.

Clinical Associate Professor

Alan Carter, D.O.

Clinical Instructor

Jerry Cattelane, D.O.

Clinical Assistant Professor

Fang-Chin Chiang, D.O.

Clinical Assistant Professor

Fang-Chin Ching, D.O.

Clinical Assistant Professor

John Comis, D.O.

Clinical Instructor

Ardis Conner, D.O.

Assistant Professor

Elisabeth DelPrete, D.O.

Clinical Assistant Professor

James Donahue, D.O.

Clinical Associate Professor

Brian Dorsk, M.D.

Clinical Instructor

Andrew Everett, M.D.

Clinical Assistant Professor

Kenneth Fish, D.O.

Clinical Assistant Professor

Elizabeth Garnett, R.N.

Clinical Instructor

Rachel Garrett, D.O.

Clinical Instructor

Barry Gendron, D.O.	Clinical Instructor
Roberta Gerson, D.O.	Clinical Instructor
Marie Guay, D.O.	Clinical Instructor
Marilyn Gugliucci, Ph.D.	Assistant Professor
Frank Harvey, M.D.	Clinical Assistant Professor
Charles Hintermeister, D.O.	Clinical Instructor
John Horan, D.O.	Clinical Assistant Professor
Neil Inhaber, M.D., FRCPC	Clinical Assistant Professor
Lane Kaplan, D.O.	Clinical Associate Professor
Carolyn Kase	Clinical Instructor
Joel Kase	Clinical Instructor
Jeraldine Keane, Ph.D.	Clinical Lecturer
Raymond Kelly, D.O.	Clinical Instructor
Catherine Kimball, D.O.	Clinical Instructor
James Kirsh, D.O.	Clinical Associate Professor
Rajesh Kothari, D.O.	Clinical Assistant Professor
Joseph Kuchinski, D.O.	Clinical Assistant Professor
Mary Zachary Lange, M.A.	Clinical Lecturer
Pamela Langelier, Ph.D.	Clinical Associate Professor
Rorie Lee, Ph.D, M.P.H.	Assistant Professor
Kenneth Lehman, J.D.	Adjunct Lecturer
Stephen Leverett, D.O.	Clinical Instructor
Maja Lundborg-Gray, M.D.	Clinical Assistant Professor
Linda Malmquist, MSN, FNP	Clinical Instructor
Susan Mansfield	Clinical Lecturer
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Alex McPhedran	Clinical Lecturer
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Charles Moehs, M.D.	Clinical Associate Professor
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Wendy Nile, M.D.	Assistant Professor
Frank Oberti, D.O.	Clinical Assistant Professor
Samuel Okonta, M.D.	Clinical Assistant Professor
Audrey Okun-Langlais, D.O.	Associate Professor
James Owens, D.O.	Clinical Lecturer
Mahesh Padmanabhan, M.D.	Clinical Assistant Professor
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James Pringle, M.D.	Clinical Instructor
Sheelagh Prosser, M.D.	Clinical Instructor
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Usha Reddy, M.D.	Clinical Instructor
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Mark Rosenberg, D.O.	Clinical Assistant Professor
Molly Rossignol, D.O.	Clinical Assistant Professor
Cynthia Robertson, M.D.	Clinical Instructor
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Sarah Sprafka, Ph.D.	Associate Professor
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Martha Stewart, D.O.	Clinical Instructor
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George Stockwell, D.O.	Clinical Instructor
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Jasmine Sulaiman, M.D., FAAFP	Clinical Assistant Professor
Chester Suske, D.O.	Clinical Associate Professor
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David Towle, D.O., M.P.H.	Associate Professor of Clinical
Peter Vellis, D.O.	Assistant Professor of Clinical
Craig Wallingford, D.O.	Associate Professor
Alan Weiner, D.O.	Clinical Assistant Professor
Donald Williams, D.O.	Clinical Assistant Professor
Karen Williams, M.D.	Clinical Assistant Professor
Marc Wilson, Ph.D.	Clinical Lecturer
Amy Wyatt, D.O.	Clinical Instructor

**Internal Medicine****Department Chair**

John Thompson, D.O.

Associate Professor

**Faculty**

Seth Adjovu, M.D.

Clinical Instructor

David Antecol, M.D., FAACC, FRCP

Clinical Assistant Professor

Michael Appiagyei, M.D.

Clinical Instructor

Lisa Arsenault, N.P.

Clinical Instructor

Ahmed Bhatti, M.D.

Clinical Assistant Professor

Kuo Hau Chang, D.O.

Clinical Assistant Professor

Kurt Ebrahim, D.O.

Clinical Instructor

David Friedenber, D.O.

Clinical Instructor

Howard Glass, D.O.

Clinical Assistant Professor

Lawrence Kramer, M.D., FCCP

Clinical Assistant Professor

Christopher Martino, D.O.

Clinical Instructor

Richard Matarese, M.D.

Clinical Associate Professor

Robert McArdle, D.O.

Clinical Assistant Professor

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Assistant Professor

Aamir Pasha, M.D.

Clinical Assistant Professor

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Clinical Professor

Igor Prokopiw, M.D.

Associate Professor

Charles Radis, D.O.

Clinical Professor

Edward Reardon, D.O.

Clinical Assistant Professor

David Rechlin, D.O., FCCP

Clinical Assistant Professor

Rodney Richmond, RPA-C

Clinical Instructor

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Clinical Assistant Professor

Jeffrey Rosenblatt, M.D.

Clinical Instructor

Ronald Rovner, M.D.

Clinical Associate Professor

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Clinical Instructor

Evelyn Schwalenberg-Leip, D.O.

Assistant Professor

Anil Shah, M.D.

Clinical Assistant Professor

Joseph Spinale, D.O., FAAC

Clinical Assistant Professor

Linford Stillson, D.O.

Clinical Instructor

George Theodosiou, M.D., FACC

Clinical Professor

Gerald Weinstein, M.D., FACC

Clinical Assistant Professor

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Clinical Associate Professor

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Professor

**Faculty**

James Novotny, Ph.D.

Professor

**Obstetrics and Gynecology****Department Chair**

Jacquelyn Blackstone, D.O.

Clinical Assistant Professor

**Faculty**

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Clinical Instructor

Joyce Buckley, M.D.

Clinical Associate Professor

Donna Carr, D.O.

Clinical Assistant Professor

Eliot Cohen, M.D.

Clinical Associate Professor

Sharon Dorman, D.O.

Clinical Instructor

Barbara Gleason, D.O.

Clinical Assistant Professor

Michael Pinette, M.D.

Clinical Instructor

Eugene Renzi, M.D., P.C.

Clinical Assistant Professor

Anthony Sciscione, D.O.

Clinical Instructor

Joseph Wax, M.D.

Clinical Instructor

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Associate Professor

**Faculty**

Boyd Buser, D.O.

Professor

Anthony Chila, D.O.

Clinical Instructor

Guy Defeo, D.O.

Clinical Assistant Professor

Hugh Ettlinger, D.O.

Clinical Instructor

Heather Ferrill, D.O.

Assistant Professor

Peter File, D.O.

Clinical Instructor

Steve Goldbas, D.O.

Assistant Professor

Ronald Mosiello, D.O.

Assistant Professor

Doris Newman, D.O.

Assistant Professor

John Pelletier, D.O.

Assistant Professor

Alicia Smilowicz, D.O.

Assistant Professor

Ralph Thieme, D.O.

Associate Professor

Stephanie Waecker, D.O.

Assistant Professor

**Pathology****Department Chair**

Robert Cawley, D.O.

Clinical Assistant Professor

**Faculty**

Berte Baker, D.O.

Clinical Professor

Robert Christman, M.D.	Clinical Instructor
Douglas Dressel, D.O.	Clinical Instructor
Elizabeth Ellers, M.D.	Clinical Instructor
Timothy Hayes, M.D.	Clinical Instructor
Michael Jones, M.D.	Clinical Instructor
Ady Kendler, M.D., Ph.D	Clinical Instructor
Carol Male, M.S.	Clinical Lecturer
Anthony Mattia, M.D.	Clinical Instructor
Arthur VanDerburgh, D.O.	Clinical Professor

**Pediatrics****Department Chair**

Lisa Gouldsbrough, D.O.	Associate Professor
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**Faculty**

Gary Allegretta, M.D.	Clinical Instructor
Tina Browne, P.A.	Clinical Instructor
India Broyles, Ph.D.	Associate Professor
Ann Marie Cairns, D.O.	Clinical Instructor
Karen Emery, M.D.	Clinical Assistant Professor
Amy Farb, M.D.	Assistant Professor
Renee Fournier, D.O.	Clinical Instructor
Matthew Hand, M.D.	Clinical Instructor
Philip Hommes, D.O.	Clinical Professor
Kathryn Landon-Malone, P.N.P.	Clinical Instructor
Thomas Lever, M.D.	Clinical Assistant Professor
John Milliken, M.D.	Clinical Assistant Professor
Nudrat Nauman, M.D.	Clinical Assistant Professor
Janice Pelletier, M.D.	Clinical Assistant Professor
Christopher Pezzullo, D.O.	Assistant Professor
Michael Ross, M.D.	Clinical Assistant Professor
Jana Shaw, M.D., M.S., M.P.H.	Clinical Assistant Professor
Russell Shipman, D.O.	Clinical Instructor
C. Elizabeth Trefts, M.D.	Clinical Assistant Professor
Kathleen Truslow, FNP	Clinical Instructor

**Pharmacology****Department Chair**

Richard Reese, M.D.	Clinical Professor
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**Faculty**

Edward Bilsky, Ph.D.	Associate Professor
Amy Davidoff, Ph.D.	Associate Professor
Dennis Grossano	Clinical Instructor
David Mokler, Ph.D.	Professor
Peter Morgane, Ph.D.	Adjunct Professor

**Physiology****Department Chair**

David Johnson, Ph.D.	Associate Professor
----------------------	---------------------

**Faculty**

Ian Meng, Ph.D.	Assistant Professor
James Norton, Ph.D.	Professor
Carl Spirito, Ph.D.	Associate Professor
Barbara Winterson, Ph.D.	Professor

**Radiology****Department Chair**

Brian Brock, D.O.	Clinical Professor
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**Faculty**

Daniel DeBlasio, M.D.	Clinical Assistant Professor
Charles O'Brien, D.O.	Clinical Assistant Professor

**Surgery****Department Chair**

Benjamin Russell, D.O.	Clinical Associate Professor
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**Faculty**

Seetharama Ashok, M.D.	Clinical Assistant Professor
John Blocksom, D.O.	Clinical Professor
David Ciraulo, D.O., FACS, MPH	Clinical Associate Professor
Christopher Fitzmorris, D.O., P.A.	Clinical Instructor
Martha Friberg, D.O.	Clinical Associate Professor
Mark Hirschhorn, M.D.	Clinical Instructor
David Hurst, M.D., Ph.D.	Clinical Instructor
Robert Johnson, M.D.	Clinical Assistant Professor
Daniel Mazza, D.O.	Clinical Instructor
Harry Payton, D.O.	Clinical Professor
Wayne Piers, D.O.	Clinical Instructor
Rodney Routsong, D.O.	Clinical Assistant Professor
John Smith, D.O.	Clinical Associate Professor
James Timoney, D.O., M.A./M.S.	Clinical Instructor

**Adjunct Faculty**

The University is fortunate to have a large off-campus faculty that participates in the education of its students in preceptorships, clerkships, and assistantships. These faculty are too numerous to list individually.

## Division of Community Programs

### Area Health Education Center (AHEC)

Marjorie Love, M.S.W.  
Chester Suske, D.O.  
Michael Cox  
Paul Weston  
Becky Whittemore, M.P.H.

AHEC Program Director  
AHEC Associate Director  
AHEC Clinical Clerkship  
Database Administrator  
Director, AHEC Center  
Director, Graduate Public Health Programs

### Coastal Healthy Communities Coalition

Emily Rines, M.P.H.

Director

### Public Health Graduate Program

vacant

Director

### Health Literacy Center

Sue Stableford, M.P.H., M.S.B.

Director

### Maine Geriatric Education Center

Judith Metcalf, R.N., M.S.N., A.N.P.

Director

University Health Care

### Graduate Medical Education

Doris Newman, D.O.  
Audrey Okun-Langlais, D.O.  
Doris Newman, D.O.  
Rorie Lee, Ph.D, M.P.H.  
Reuben Bell, D.O.  
Elisabeth DelPrete, D.O.  
Rachel Garrett, D.O.  
Stephen Goldbas, D.O.  
Mary Liberty, ADME  
Elizabeth Stockwell, D.O.  
Craig Wallingford, D.O.

Interim Director of Medical Education  
Interim Director of Family Medicine Residency  
Director of Neuromusculoskeletal (NMM) Residency  
Assistant Director FP Residency  
Preceptor  
Preceptor  
Preceptor  
Preceptor  
Preceptor  
Preceptor  
Preceptor

### University Health Care

Heidi Russell

Associate Director

### BodyWISE Center for Health and Fitness

John Thompson, D.O.  
Paul Meadows, M.D.  
Patrick Tangney, M.D.  
Owen Pickus, D.O.

Medical Director  
HeartWISE Cardiac Rehab Medical Director  
Pulmonary Rehab Medical Director  
HIV/AIDS (Wellness and You) Rehab Director

### Family Practice

Bruce Bates, D.O.  
Kim Boothby-Ballantyne, N.P.  
Jeffrey Holmstrom, D.O.  
Ronald Mosiello, D.O.  
Audrey Okun-Langlais, D.O.  
Elizabeth Stockwell, D.O.  
Kathy Truslow, N.P.-C  
Craig Wallingford, D.O.

### Gastroenterology

Lisa Arsenault, F.N.P.  
Enrico Souto, M.D.  
John Thompson, D.O.

Department Chair

### Mature Care

Darby Northway, M.H.A.  
Bruce Bates, D.O.  
Mary DeSalle, N.P.  
Paul Grayce, D.O.  
Patricia Holt, N.P.  
Linda Malmquist, N.P.  
Judy Metcalf, N.P.  
Nancy Nickerson, N.P.  
Charlotte Paolini, D.O.

Admin Director

J. Chase Rand D.O.  
 Vivian Rothrock, M.S.W., L.C.S.W.  
 Susan Shaw, D.O.  
 Cathy Sinclair, N.P.  
 Monique Spina, L.M.S.W.

### Osteopathic Manipulative Medicine

Boyd Buser, D.O.  
 Jane Carreiro, D.O.  
 Stephen Goldbas, D.O.  
 Ronald Mosiello, D.O.  
 Doris Newman, D.O.  
 John Pelletier, D.O.  
 Stephanie Waecker, D.O.

Department Chair

### Pediatrics

Stephen Donnelly, D.O.  
 Karen Emery, M.D.  
 Lisa Gouldsbrough, D.O.  
 Kathryn Landon-Malone, FNP-C  
 Christopher Pezzulo, D.O.

### Physican Therapy

David Brown, Ph.D., P.T., P.C.S.  
 Barry Butler, R.P.T.  
 Dennis Leighton, P.T., A.T.C.  
 Kirsten Potter, P.T.  
 Nancy Rich, Ph.D., P.T.  
 Mike Sheldon, P.T.

### UNECOM/Mercy Hospital Interns

Garrett Edwards, D.O.  
 Steven Edwards, D.O.  
 Bryan Hawkins, D.O.  
 Kevin Kenerson, D.O.

### Counseling

Patricia Bohner, L.M.S.W., C.C.  
 Lauren Como, M.S.W., L.C.S.W.  
 Paul Grayce, D.O.  
 Linda Horn, R.N., M.S.N., C.S.  
 Dana Koch, M.S.W., L.C.S.W.  
 Vivian Rothrock, M.S.W., L.C.S.W.  
 Shane Simpson, L.M.S.W., C.C.  
 Monique Spina, L.M.S.W., C.C.  
 Lynn Watson, L.M.S.W., C.C.

### Residents

Cindy Asbjornsen, D.O.	Family Practice
Karen Benezra, D.O.	Family Practice/Neuromusculoskeletal Medicine
Cecily Cannon, D.O.	Family Practice
Jeffrey Corbett, D.O.	Family Practice
Gregory Esmer, D.O.	Family Practice/Neuromusculoskeletal Medicine
Joshua Fannetta, D.O.	Neuromusculoskeletal Medicine
Cassie Galida, D.O.	Family Practice/Neuromusculoskeletal Medicine
Su-Anne Hammond, D.O.	Family Practice
Derek Libby, D.O.	Neuromusculoskeletal Medicine
Lecea Ketzler, D.O.	Neuromusculoskeletal Medicine
Zachary Musgrave, D.O.	Family Practice/Neuromusculoskeletal Medicine
Joy Palmer, D.O.	Neuromusculoskeletal Medicine
Sunny Raleigh, D.O.	Family Practice/Neuromusculoskeletal Medicine
Alex Reish, D.O.	Family Practice/ Neuromusculoskeletal Medicine
Amy Rodgers, D.O.	Family Practice/ Neuromusculoskeletal Medicine
Melissa Williams, D.O.	Family Practice
Mary Yeo, D.O.	Family Practice/Neuromusculoskeletal Medicine

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2006-2007 academic year. The information contained herein is accurate as of date of publication August 1, 2006.*

*The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.*

*While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.*

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## 2006-2007 Course Descriptions - COM

This is a listing of all courses offered by the University of New England College of Osteopathic Medicine. The courses are arranged alphabetically. In addition to the course subject, number, title, and description, other information regarding credits, college/department, division, co-requisites, pre-requisites, and registration restrictions is provided for each course.

Click on a subject code below to view the courses in that subject area:

[ACP](#) | [AMS](#) | [ANE](#) | [ANT](#) | [ARB](#) | [ART](#) | [ATC](#) | [BIO](#) | [BUAC](#) | [BUEC](#) | [BUFI](#) | [BUMG](#) | [BUMK](#) | [CHE](#) | [CIT](#) | [CITM](#) | [COD](#) | [COM](#) | [DEN](#) | [EDU](#) | [EDUV](#) | [ENG](#) | [ENV](#) | [ESL](#) | [EXS](#) | [FRE](#) | [GEO](#) | [GER](#) | [GPH](#) | [HIS](#) | [HSM](#) | [IHH](#) | [LAC](#) | [LIL](#) | [LILE](#) | [LILH](#) | [LIT](#) | [LSC](#) | [MAT](#) | [MUS](#) | [NSG](#) | [OTR](#) | [PAC](#) | [PEC](#) | [PHI](#) | [PHY](#) | [PSC](#) | [PSR](#) | [PSY](#) | [PTH](#) | [REL](#) | [SOC](#) | [SPA](#) | [SPC](#) | [SPT](#) | [SSW](#) | [WST](#)

### Osteopathic Medicine

#### COM 501 - Medical Gross Anatomy

**Credits:** 9.00

Human Gross Anatomy is the study of the body's structure. The course is divided into four major sections: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck. Laboratory dissection is emphasized throughout the entire course, with supplemental lectures and tutorials offered where necessary. Computer-aided instruction is available as well, to assist students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional anatomy, and begin studying clinical correlations. The latter continues to become a more integral part of the anatomy curriculum. Students are evaluated by a series of four written examinations and four laboratory practicals, one of each per major section.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### COM 503 - Medical Histology

**Credits:** 5.00

The cells, tissues and organs of the body are studied using the light microscope. In addition, students are expected to recognize certain structures as they appear in the electron microscope. The relationship of the structures observed to their function in the body is heavily emphasized. The course begins with a study of the structure/function of normal cells and tissues. This information is then used to study the microscopic structure/function of all the organ systems which form the body. Wherever possible, the microscopic structure of the organ system being studied is related to the study of the same organ system in other anatomy courses, as well as to the other basic science disciplines and the profession of Osteopathic medicine. Students are evaluated by four written (lecture) examinations and four (laboratory) examinations.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### COM 505 - Medical Embryology

**Credits:** 2.00

This course is designed to provide an overview of human development and, subsequently, deal with the development of major organ systems. Clinical applications, such as discussion of several of the more common congenital abnormalities of each system, will be presented. It is also intended that this course supplement the human gross anatomy course by providing the student with an understanding of the developmental processes involved in establishing adult structures.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### COM 511 - HF:Biochemistry

**Credits:** 5.00

This course examines the fundamentals of medical biochemistry and genetics. Biochemical topics include the nature and control of metabolic pathways in carbohydrate, lipid and amino acid metabolism. Small group exercises, in which students examine problems or case histories related to biochemical principles, are an integral part of the course. The genetics portion of the course emphasizes the central principals of genetics and their clinical application. Special consideration is given to the genetics of common diseases. The primary objective of the course is to prepare the student for subsequent basic and clinical science courses and for lifelong learning.

**Lecture:** 5.00

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### COM 514 - Nutrition I

**Credits:** 1.00

This course familiarizes students with the fundamentals of normal nutrition through a combination of self-study and discussion-oriented lectures. Students will have the option to record, examine and analyze their diet with a computer-based diet analysis program, and they will explore techniques to evaluate and advise patients on controversial nutritional issues. This knowledge will form a basis for clinical nutrition to be covered in the systems.

**Lecture:** 1.00

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### COM 523 - Medical Immunology

**Credits:** 1.00

This course focuses on the innate, adaptive immune response and the interactions of cells, tissues, and molecules of the

immune system. The course presents how the immune system recognizes and discriminates between self and non-self and how the body protects itself. Allergy and autoimmune mechanisms are presented to show roles where the immune system causes disease.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 524 - Medical Virology**

**Credits:** 1.00

The Medical Virology course presents a review of the significant biological properties of viruses and the biological and epidemiologic properties of medically important virus diseases. The properties of these viral agents and their specific cellular and generalized systemic replication cycles are discussed. The source, transmission and signs and symptoms of virus diseases are presented in a human systems approach. Disease prevention, disease modification, and virus identification by immunologic, cultural, and genetic procedures are presented.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 526 - Medical Bacteriology**

**Credits:** 3.00

Medical Bacteriology presents lectures which introduce clinically relevant bacteria and fungi and their associated diseases. The laboratory component of this course teaches practical techniques which will assist a physician in identifying and treating microbial pathogens.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 529 - Medical Parasitology**

**Credits:** 1.00

Current status of important protozoan and helminthic diseases of humans with emphasis on prevalence, transmission, pathology, diagnosis, control, prevention and treatment.

**Lecture:** 1.00

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 533 - HF: Cellular**

**Credits:** 5.00

Specifically, the first-year COM Cellular and Organ Systems Physiology course (COM 533) examines the physiological aspects of cellular function and applies these concepts to understanding the contribution of various organ systems to homeostasis. Topics covered include membrane transport, membrane receptors and second messenger systems, properties of excitable cells, mechanisms of hormone action, autonomic nervous system function, physiological control mechanisms, the integrated function of the cardiovascular, respiratory, gastrointestinal and renal systems, and hydrogen ion balance. Weekly small group exercises, in which students examine problems or case histories related to physiological principles, are an integral part of the course.

**Lecture:** 5.00

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 542 - Medical Pharmacology**

**Credits:** 2.00

This course will provide the student with a basic understanding of the relationships among biochemistry, physiology, pharmacology, and other basic medical sciences. The course will include the following topics: pharmacokinetics, pharmacodynamics, drug considerations in pediatrics and the elderly, pharmacogenetics, drug-drug interactions, toxicology, drugs affecting the autonomic nervous system and antibiotics, drugs used in the treatment of dermatological diseases.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 552 - Introduction to Pathology**

**Credits:** 3.00

In this course, students develop an understanding of how basic science principles apply to pathophysiologic processes and how these processes affect gross and microscopic changes that are manifestations of disease.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 558 - Dermatological System**

**Credits:** 2.00

In this course, students should learn the normal states of the skin, diseases affecting the skin and dermal manifestations of internal disease states. By the end of the course, students should be able to diagnose diseases frequently encountered in general practice, recommend appropriate therapy, or determine when referral to a specialist is appropriate.

**Lecture:** 2.00

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

#### **COM 568 - Medical Jurisprudence**

**Credits:** 1.00

This course introduces students to legal principles and standards, with particular applicability to the practice of medicine.

Included are: bases and elements of the law; the common law system; understanding Federal and State court systems; testifying in legal proceedings; legal ethics; lawyers' representation of clients; civil lawsuits; torts; negligence and medical malpractice; physician-patient privilege; medical ethics; confidentiality; HIPAA Privacy Standards; patients' rights to access records; informed consent; confidentiality of substance abuse treatment; understanding and handling subpoenas and search warrants; hospital medical staff membership and privileges; peer review, reporting adverse actions; mandatory and optional reporting to the authorities, including child abuse and neglect and elder and adult abuse and neglect; medical licensure; disciplinary actions by medical licensure boards; prescriptions drug issues concerning physicians; HIV and AIDS confidentiality and testing; and issues concerning termination of patient care.

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

### **COM 581 - Essentials Osteo Medicine I**

**Credits:** 2.00

The Patient-Doctor Relationship is an introduction to the foundational principles that guide the ethical treatment of our patients. The realities of professional identity and conduct are explored as we examine the physician's unique role in the lives of our patients. Clinical issues, from disease prevention to hospice care for the dying patient, are presented in the context of the rapidly changing landscape of the American health care system. This course marks the beginning of the life-long acquisition of the clinical skills of medical history taking and the physical examination.

**Lecture:** 2.00

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

### **COM 582 - Essentials Osteo Medicine II**

**Credits:** 2.00

Building on the principles of the patient-doctor relationship, Behavioral Aspects of Medicine is an exploration of the psychological matrix in which our patients live their lives. The implications of how this internal environmental can determine and even predict the health of the individual patient are considered in some detail, as is the physiological model of the stress reaction that underlies the behavioral face of disease. The approach to the whole patient is considered in this course, from the various perspectives of genetic determination, family systems, psychological dynamics, and individual spirituality.

**Lecture:** 2.00

**College:** College Osteopathic Medicine

**Division:** Osteopathic Medicine

**Department:** College of Osteopathic Med

### **COM 584 - Essentials Osteo Medicine III**

**Credits:** 2.00

The unique therapeutic system of Osteopathy is the focus of this course: its historical origins, distinctive philosophical principles, and practical utility in the diagnosis and treatment of disease. Beginning with a historical rationale for Osteopathy's American roots, The Osteopathic Paradigm builds a practical osteopathic model of the human being in the healthy or normal state, to direct students in their understanding of the osteopathic method of disease management. The student will also learn of the osteopathic profession's colorful history, from the early days to the present, with a sense of what the future may hold.

**Lecture:** 2.00

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### **COM 586 - Basic Life Support**

**Credits:** .00

This course is offered to prepare students to provide assistance to patients in cases of cardiac arrest and/or pulmonary obstruction for adults and children in accord with the American Heart Association (AHA). Attendance is MANDATORY at class and demonstration labs.

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### **COM 591 - Osteopathic Princ. & Prac. I**

**Credits:** 5.00

The objectives of OP&P I are as follows: To teach osteopathic history and philosophy; to teach the student to think in an osteopathic fashion; to develop palpatory diagnostic skills; and to apply visual and palpatory skills to basic structural diagnosis and manipulation.

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### **COM 598 - Principles of Population Hlth**

**Credits:** 2.00

The goals of this course are to: introduce the context in which epidemiologic thinking and research occurs; introduce, define, and give examples of applications of key epidemiologic concepts and principles; and apply selected concepts and principles in a clinically relevant context. In addition, this course introduces students to principles of occupational and public health: building on the student's knowledge of disease process and elements of preventive medicine.

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### **COM 601 - Nervous System**

**Credits:** 6.00

The Nervous System is a six-week, integrated, multidisciplinary course on the normal and abnormal structure and function of the human nervous system. The course is divided into two broad areas; peripheral/sensory followed by central neurological mechanisms. A majority of the system is delivered in a lecture format. The system ends with hands-on review of the

neurological exam and the ophthalmologic exam. The goal of the course is to provide the student with a solid foundation of knowledge and skills concerning the nervous system as a background to other organ systems courses to follow, and as background for the clinical clerkships.

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### **COM 603 - Medical Neuroanatomy**

**Credits:** 2.00

This course parallels the beginning weeks of the Nervous System. It is a laboratory course which provides a structural and functional background for interpreting neurological signs and symptoms. The topics are approached using a case study format. Gross brains, glass slide preparations and CNS images are used as study material.

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### **COM 605 - Psychiatry System**

**Credits:** 2.00

The Psychiatry System is a two-week, interdisciplinary course that introduces second-year medical students to disorders of higher central nervous system function that affect motivation, mood, consciousness and cognition. Mental disorders as depression, anxiety, schizophrenia, somatization, personality disorders, sleep disorders and others are covered in the course.

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### **COM 611 - Musculoskeletal System**

**Credits:** 4.00

The Musculoskeletal System is a four-week, integrated, multidisciplinary course on the normal and abnormal function of the human musculoskeletal system. The system presents normal and abnormal function, as well as diagnosis and therapy. Within the system, normal function precedes clinical disciplines. Specifically, the disciplines included in the musculoskeletal system are: the biochemistry of muscle, connective tissue and bone, and pharmacological treatments for gout, inflammation and arthritides. The manifestations and diagnosis of musculoskeletal disorders are covered in pathology and internal medicine. Topics in orthopedics and otorhinolaryngology are covered. Case presentations using actual patients are used throughout the system in rheumatology. Diagnosis and therapy of sports injuries are covered in family medicine. Finally, there is a discussion of the biological basis of osteopathic manipulative medicine. The goal of the musculoskeletal system is to provide the students with a solid foundation of knowledge as a background to other organ system courses to follow, as well as a background for the clinical clerkships in general practice, medicine, surgery and relevant electives.

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### **COM 623 - Respiratory System**

**Credits:** 3.00

Students taking the second-year Respiratory System are assumed to have retained from their first-year courses, a working knowledge of the following: normal processes such as embryonic development of the lung and perinatal changes in the pulmonary circulation; normal pulmonary gross and microscopic structure; and normal function of the thorax, airways, and lung parenchyma (e.g., mechanics and regulation of breathing, ventilation, perfusion, and gas exchange). This knowledge will form the basis for study of abnormal processes, including the following: infectious, inflammatory and immunologic disorders (e.g., bronchiectasis, ARDS, asthma); traumatic and mechanical disorders (e.g., aspiration, pneumothorax); neoplastic disorders (e.g., bronchogenic carcinoma, metastatic tumors); metabolic, regulatory and structural disorders (e.g., hypoventilation, neonatal respiratory distress syndrome); vascular and circulatory disorders (e.g., thromboembolic disease, pulmonary hypertension, pulmonary edema); and systemic diseases affecting the respiratory system. Also covered will be the principles of therapeutics, including the mechanisms of action, use, and adverse effects of drugs used for treatment of respiratory disorders (e.g., decongestants, bronchodilator drugs, and antiviral, antibacterial, and antifungal agents) and other therapeutic modalities or preventive measures (e.g., oxygen therapy, mechanical ventilation, various forms of surgery, Osteopathic manipulative procedures, smoking cessation strategies).

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### **COM 633 - Hematology System**

**Credits:** 3.00

The Hematology System is designed to teach students the principles of normal and abnormal differentiation and maturation of red blood cells, white blood cells (including lymphocytes) and platelets. The students will learn how these principles apply to the diagnosis and treatment of diseases which can result when abnormalities occur during this process (including infection with HIV). The system will also introduce students to phlebotomy techniques, including safety issues and proper needle disposal.

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### **COM 642 - Cardiovascular System**

**Credits:** 5.00

Students taking the second-year Cardiovascular System are assumed to have retained from their first-year courses, a working knowledge of the following: normal processes such as embryonic development of the heart and vessels; normal gross and microscopic cardiovascular system anatomy; and normal function of the heart and blood vessels. This knowledge will form the basis for study of abnormal processes, including the following: infectious, inflammatory and immunologic disorders; traumatic and mechanical disorders; neoplastic disorders; metabolic and regulatory disorders; vascular disorders; systemic diseases affecting the cardiovascular system; and congenital disorders of the heart and vessels. Also covered will be the principles of therapeutics, including the mechanisms of action, use, and adverse effects of drugs used for treatment of cardiovascular disorders and other therapeutic modalities or preventive measures such as behavioral modification, lifestyle alteration, risk factors recognition, and Osteopathic manipulative treatment.

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### **COM 652 - Renal System**

**Credits:** 3.00

This System is designed to provide the students with a strong background in the principles of renal physiology, as well as a basic understanding of the etiology and diagnosis of the most common renal disorders. Radiologic techniques and pathology of the renal system are also considered. Students taking this second-year course are assumed to have retained from their first-year courses a working knowledge of renal structure and function.

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### **COM 660 - Endocrine System**

**Credits:** 2.00

The Endocrine System will consider the five major endocrine glands plus carbohydrate and ionic homeostasis. The endocrines of the reproductive system will not be considered in this unit of study. Outline: Using an outline of objectives, these subjects will be approached from the position of excess (hyper) function, deficient (hypo) function and anatomical abnormalities (neoplasms). Each clinical situation will be examined using a series of five questions: (1) What is the clinical presentation? (2) What diagnostic tests can confirm your hypothesis? (3) How is this differentiated from closely related diseases? (4) What is the etiology, pathophysiology and prognosis if left untreated of this disease? (5) How is this disease treated? (6) How is this disease monitored and managed over time? Students, working either individually or in groups, are advised to develop responses for each of the objectives. The examinations will come from the objectives.

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### **COM 662 - Gastrointestinal System**

**Credits:** 3.00

The Gastrointestinal System begins with a review of the basic structure and function of human alimentary canal and accessory organs of digestion. This provides a basis for a discussion of the pathological, pathophysiological and clinical consequences of various gastrointestinal disorders including: disorders of motility, peptic ulcers, gastrointestinal bleeding, malabsorption, diseases of the pancreas, gallbladder, and liver, inflammatory diseases of the bowel, neoplastic disease and infectious diseases of the gastrointestinal tract. In addition, methods of nutritional support and gastrointestinal diseases encountered in pediatrics will be discussed.

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### **COM 664 - Reproductive System**

**Credits:** 5.00

The Reproductive System introduces the student to the basic physiology and pathophysiology of the male and female reproductive systems. Emphasis will be on correlations between histopathology and clinical obstetrics and gynecology. The student should become familiar with clinical principles consistent with the needs of a general practitioner. Attention will be directed towards those areas where specialty knowledge is essential.

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### **COM 668 - Adv Cardiac Life Support ACLS**

**Credits:** 1.00

The Advanced Cardiac Life Support is a certification program to develop the student's proficiency in advanced cardiac life support techniques. It is presented for the second-year medical students prior to their leaving the campus for hospital rotations and conforms to the standards of the American Heart Association. Students are required to be certified in ACLS prior to graduation. A prerequisite is a current basic life support certificate (CPR) through the American Heart Association.

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### **COM 670 - Emergency Medicine**

**Credits:** 1.00

This course emphasizes the approach to, the differential diagnosis of, and the treatment of the patient in the emergency department. Topics for the lectures are chosen because they are essential to the practice of emergency medicine or because they are important topics that may not have been covered in other lectures.

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### **COM 673 - Experiences in Doctoring**

**Credits:** 5.00

Emphasizes observation and practice of patient assessment and medical encounter skills. Emphasis is on hands-on learning in the community, practice skills related to the physical examination, the differential diagnosis process, the medical presentation, and the medical record. Students will develop and demonstrate these skills in the Simulated Patient Program, Geriatric Practicum and Clinical Skills Assessment Program (CSA). Lectures focus on the art of differential diagnosis as well as social issues such as abuse and violence, end-of-life care, and geriatric medicine. Instruction will include clinical experiences, lectures and small group sessions. This course teaches whole person medicine, with appreciation of the psycho-social dynamics in the relationship of patient, family, community, and physician.

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**COM 687 - Pharmacology & Therapeutics****Credits:** 2.00

After completion of this course, the student should have an understanding of the drugs used in the treatment of common diseases of the Nervous System, the Psychiatry System, the Musculoskeletal System, the Respiratory System and the Hematology System. Students will be expected to know the major classes of drugs and the most important and commonly used members of each class; the mechanisms of action of these drugs; the actions, major side effects, and major interactions with other drugs; and the clinical indications and contraindications for the drugs. A list of "key drugs" will be provided at the start of each system.

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After completion of this course, the student should have an understanding of the drugs used in the treatment of common diseases of the Cardiovascular System, the Renal System, the Gastrointestinal System, the Reproductive System and the Endocrine System. Students will be expected to know the major classes of drugs and the most important and commonly used members of each class; the mechanisms of action of these drugs; the actions, major side effects, and major interactions with other drugs; and the clinical indications and contraindications for the drugs. A list of "key drugs" will be provided at the start of each system.

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This is a continuation of the OP&P I course. Additional skills will be developed, as well as exposure to a wider variety of manipulative approaches such as myofascial release and cranial concepts. Integration into course systems will begin.

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The Clinical Decision Making course is the capstone of the second year at UNECOM. The course is an exercise in the application of clinical, decision-making skills. Eight to ten students are assigned to a physician facilitator. Over three weeks, the students work on longitudinal patient management, differential diagnosis and case presentation. The students are evaluated on their ability to integrate and prioritize information and to present it in an efficient and professional manner.

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