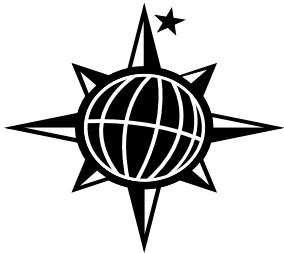


course catalogue 2012-2013



university of maine at
presque isle
North of Ordinary



University of Maine *at* PRESQUE ISLE
181 Main Street
Presque Isle ME 04769-2888 USA
VOICE 207 768.9532
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www.umpi.edu

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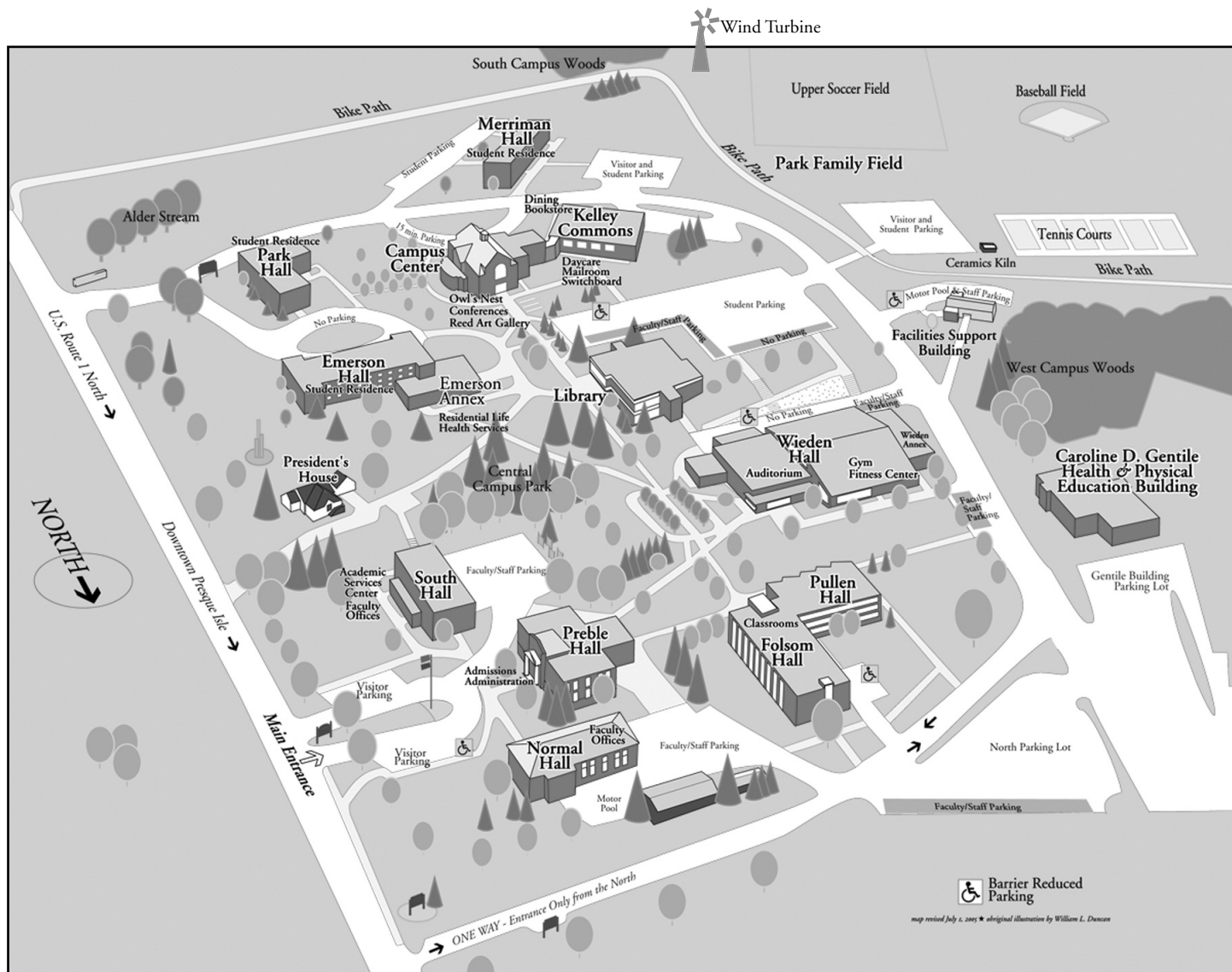
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university of maine at **presque isle** campus

Residence Halls

Emerson
Merriman
Park

Classrooms

Folsom
Gentile
Normal
Pullen
Wieden

Administration

Preble
South

Campus Center

- student lounge
- art gallery
- credit union
- alumni & multi-purpose rooms

Kelley Commons

- dining hall
- bookstore
- mailroom
- daycare

Wieden Hall

- gymnasium
- auditorium

Library

- computer services

Caroline D. Gentile Hall

- gymnasium
- swimming pool
- running track
- fitness center

✂ Remove map page from the catalogue for easy reference

General Information

Accreditation

THE UNIVERSITY OF MAINE AT PRESQUE ISLE is accredited by the New England Association of Schools and Colleges, Inc., which is one of six nationally recognized regional accrediting associations and is the official accrediting agency for schools and colleges in the six

New England states. Institutional membership in the Association indicates that the University of Maine at Presque Isle has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, several academic programs within the

University are accredited by specific agencies: viz., all Teacher Education programs by the Maine Department of Education, the Medical Laboratory Technology-Associate Degree program by the the National Accrediting Agency for Clinical Laboratory Sciences, the Social Work pro-

gram by the Council of Social Work Education and the Athletic Training Education program is accredited by the Commission on Accreditation of Athletic Training Education. ★

Statement of Commitment

As a member of the University, I pledge to

Pursue academic excellence,

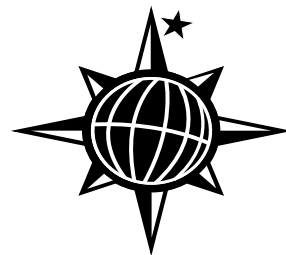
Support open inquiry and civil expression,

Listen respectfully to the viewpoints of others,

Participate responsibly in the life of the community,

Conserve and enhance the beauty of the campus, and

Help members of the university realize their potential. ★



The University

Welcome to the University of Maine at Presque Isle, *where learning is an adventure.*

Located in the heart of northern Maine, this 150-acre campus is home to dedicated professors who share the latest research and pedagogy in their fields through hands-on activities, interactive discussions, experiential projects, and adventurous learning.

The University also serves students' social and recreational needs, providing lighted tennis courts, an art gallery, 16 athletic teams, and more than 30 student clubs and organizations, as well as a state-of-the-art health complex with a pool, indoor track and climbing wall.

It's a short walk to Presque Isle's downtown area, which features shops, restaurants, and a movie theater. The City of Presque Isle (population about 9,500) hosts a commercial service airport and daily bus services, its own television and radio stations, world-class skiing and mountain biking trails, and one of Maine's largest malls. Most major Christian denominations and a synagogue are located in Presque Isle.

As the hub of Aroostook County – the largest county east of the Mississippi – Presque Isle is within a short driving distance of some of the most beautiful, unspoiled wilderness an outdoor enthusiast could ask for.

Northern Maine shares a border with Canada, providing the opportunity for exciting day and weekend trips to destinations such as Fredericton, New Brunswick, and Québec City, Québec.

The University serves as an educational and cultural center for the area and is host to many state and regional conferences. Its facilities are utilized for lectures, programs, concerts, dance performances, exhibits, and plays that benefit the entire region.

Mission Statement

The University of Maine at Presque Isle a publicly supported, baccalaureate institution located in northern Maine, provides broad educational opportunities for a diverse student body, with particular reference to the people of its region and state.

The University emphasizes professional programs and a balanced curriculum that promotes a strong foundation in the arts and sciences. Undergraduate study includes a variety of majors leading to baccalaureate degrees in teacher education, career and professional fields, health and human services, arts and sciences, and the natural environment. Other opportunities include associate degrees, articulated transfer arrangements with campuses of the University of Maine System and the Maine Community College System, non-degree certificates, and continuing education for practicing professionals.

The University affirms as central to its mission, commitment to the following ideals:

- ✓ close student, faculty, and staff interaction in support of intellectual growth and personal development;
- ✓ diversities of culture, age, and nationality among both students and staff;
- ✓ public service which promotes the well-being of the state's citizenry; and,
- ✓ a global consciousness.

Our History

The University was founded in 1903 as the Aroostook State Normal School by the Maine State Legislature following the work of dedicated citizens who saw the growing need for post-secondary education in central Aroostook County.

The University has undergone four name changes since then: in 1952 it was renamed *The Aroostook State Teachers College*; in 1965 it became *The Aroostook State College*; three years later it was renamed *The Aroostook State College of the University of Maine*; and since 1971 it has been known as *The University of Maine at Presque Isle*.

Our Vision

The University of Maine at Presque Isle seeks to facilitate the continuing discovery of self and ongoing development of the whole person through a challenging curriculum, experience-based co-curricular activities, and adventurous learning opportunities. To achieve these ends, the institution aspires to meet specific goals for its students, faculty, and staff. Central among these are:

- ✓ to be widely recognized as a university that supports its faculty's commitment to the preparation of undergraduate students;
- ✓ to have a stimulating effect on the cultural and economic development of Aroostook County and the State of Maine;
- ✓ to be a catalyst for personal discovery through intellectual, cultural, and outdoor adventure.

To attain these goals, we envision creating an environment that encourages our students

- ✓ to assume new challenges, take appropriate risks and act creatively;
- ✓ to strive to make a difference in their chosen professions;
- ✓ to be better informed citizens who constructively and compassionately participate in an increasingly complex world;
- ✓ to use their university experience to explore the future with curiosity and confidence;
- ✓ and to achieve their maximum potential on their journey North of Ordinary.

Foundation of the University at Presque Isle

Established in 1972, the Foundation of the University at Presque Isle is a nonprofit, tax-exempt corporation with a Board of Directors representing the region.

The Foundation was created to promote educational endeavors in connection with the University of Maine at Presque Isle and to receive and administer funds for scientific, educational, and research purposes, all for the public welfare. Opportunities exist for memorial gifts, unrestricted gifts, scholarships, and other forms of giving.

Alumni Association

Upon graduation, students become members of the University of Maine at Presque Isle Alumni Association and are encouraged to return for Homecoming Weekend, which is planned annually for late September. The Blue & Gold, a publication for alumni and friends, is published annually. Special fund raising projects are also undertaken by the Association to assist the University. ★

Admissions

Statement of Principle

The University of Maine at Presque Isle (UMPI) invites applications for admission from academically qualified students of all ages and backgrounds. The academic credentials and life experience of each applicant are considered on an individual basis. The University prefers that all applicants have a college preparatory background and show other indications of ability to succeed in college.

Campus Visits

The Admissions Office strongly encourages applicants to visit the campus. During the visit the student will have an opportunity to speak with an admissions staff member, tour the campus, meet with currently enrolled students, talk with a faculty member, talk with a financial aid staff member, and sit in on a class. Visits can be arranged by calling the Admissions Office at 207.768-9532.

Application Procedures for all Students

✓ Each applicant for admission is required to submit a completed University of Maine System Application Form accompanied by a \$40 non-refundable application fee (U.S. funds). Applicants should apply electronically on-line at www.umpi.edu and can pay by credit card on-line when applying. Each applicant must arrange for the forwarding of secondary school transcripts to the Admissions Office.

✓ Applicants with a record of attendance at a post-secondary institution must request the forwarding of their official transcripts from each institution attended for all work undertaken.

✓ Letters of recommendation and a brief essay are required from traditional age students just graduating from high school. Recommendations and an essay may be required from all other students.

Required Deposits

Upon acceptance, all students are required to pay a \$50 tuition deposit. Residence Hall students must submit a \$100 deposit with their signed room and board

contract. The tuition deposit is credited to the student's first semester bill. The \$100 deposit for room and board is held for lost keys and room damage. At the end of the academic year, the deposit less charges (damages and unreturned keys) will be refunded. A deposit equal to one month's rent will be required for family housing. This deposit will be due at the time housing is assigned.

Readmission

Degree students who have withdrawn from UMPI and who have not attended any post-secondary school since withdrawing may return to degree study by applying through the Admissions Office, using a special readmission application form. There is no application fee for readmission. Students seeking readmission to the University must be in good academic standing at the time of application.

Students who have taken a course or courses from another post-secondary school following withdrawal must apply for regular admission through the Admissions Office.

Application of Credits from Prior Enrollment

Upon re-admittance, courses that are more than seven years old will not automatically be applied to the major. A course-by-course analysis will be made by the appropriate department to determine whether the course content is still appropriate and meets program requirements.

The Admission Decision

✓ Applicants are evaluated for admission on the following criteria: (a) strength of high school academic curriculum and grades achieved; (b) rank in class; and (c) academic and personal recommendations.

✓ UMPI operates on a rolling admission policy. Applicants are notified of the admission decision a short time after it has been made.

✓ Admission to the University is contingent upon the satisfactory completion of all secondary school and post-secondary school courses in progress when the acceptance is given.

✓ The University reserves the right to rescind the acceptance of any applicant.

✓ Freshmen, transfer and readmitted students are accepted by the University for either the fall or spring semester.

Regular Admission Standards for Two-Year and Four-Year Programs

Candidates must be graduates of approved secondary schools or hold a High School Equivalency Diploma or GED certificate.

The following program at the secondary school level is recommended for regular admission:

High School Preparation (college track)

	<u>Units</u>
English	4
Mathematics	3
Science with lab	2
Social Studies	3
Electives	2
Foreign Language	2
TOTAL	16

Interviews

Students whose previous work does not qualify them for regular admission may be asked to come to campus for an interview. This interview consists of meeting with a representative from the Admissions Office, Student Support Services, and a faculty member in the student's area of interest. The interview will give the student an opportunity to discuss his or her overall academic record and why he or she is ready for the college experience. The faculty and staff members involved in the interview will ask questions pertaining to the student's record for the purpose of making a decision on admissibility. If admitted, certain requirements may be added to the student's program or certain restrictions placed upon it.

Transfer Policy

From within the University of Maine System

An internal transfer student is defined as a transfer student whose most recent collegiate work has been within the University of Maine System.

Prospective internal transfer students must submit an application, \$40 application fee, and official transcripts from all previously attended colleges and universities, including those within the University of Maine System. A high school transcript or official GED score report is also required.

Internal transfer students who are in good standing at another school within the University of Maine System will be accepted at UMPI.

In general, the following guidelines are used. Students whose transcripts indicate they are not in good standing (i.e., on probation, suspension, or dismissal) will not be admitted to a degree program at UMPI, but may attend as a non-degree student. Non-degree students may be accepted for admission after taking nine credits at UMPI and achieving a 2.00 grade point average.

From outside the University of Maine System

UMPI encourages the admission of qualified transfer students from regionally accredited two- and four-year colleges. Applicants must have a minimum of a 2.00 grade point average (on a 4.00 scale). Transfer credit is generally awarded for courses in which a grade of C- or above has been earned.

Transfer applicants must submit official transcripts from all colleges attended, along with an official transcript from the high school from which they graduated. An official evaluation of transfer credits will be given to students after they have been accepted.

Applicants will not be considered for admission to UMPI for the semester immediately following their dismissal from another institution. Such students can, however, enroll as non-degree students for one semester.

Evaluation of Transfer Credit

Transfer students receive an official transcript analysis from the Registrar after the receipt of final official transcripts. Students will receive information so that arrangements can be made for the review

and planning of their programs with their academic advisor.

Admission Standards for Selected Programs

The Medical Laboratory Technology, Physical Therapist Assistant, Social Work, and Athletic Training Programs are governed by enrollment limitations and not all applicants can be accepted. Applicants are selected on an individual basis, and specific requirements must be met to be considered for admission.

A high school diploma or its equivalent is required of all applicants.

Students should be in the upper third of their high school class. The following college preparatory curriculum is the minimum requirement:

High School Preparation	<u>Units</u>
English	4
Biology includes lab component . . .	1
Chemistry and Lab	1
Mathematics <i>college prep</i>	2
Social Studies <i>minimum</i>	1
Electives	6
TOTAL	15

Persons interested in applying for these programs who do not meet the above listed entrance requirements are invited to contact the Admissions Office. Assistance will be provided in identifying methods to obtain the necessary courses required for application.

International Students

Students who are citizens of other countries are welcomed at UMPI and are encouraged to apply for admission. In order to comply with University admission policies and regulations of the Immigration & Naturalization Service of the United States, students from other countries need fulfill the following requirements:

- 1) Completed Application for Admission;
- 2) Official high school transcripts (Transcripts need to be translated into English equivalency if not in English.);
- 3) Official college transcripts, if applicable. Non-United States transcripts should

be evaluated and translated into English equivalency at one of the following agencies: a.) Center for Educational Documentation, PO Box 199, Boston, MA 02117, (617) 338-7171; b.) World Education Services, Inc., PO Box 5087, New York, NY 10113-0745, (212) 966-6311;

4) Take TOEFL exam in home country. A minimum score of 197 computer-based/530 paper-based, and 71 internet-based is required in order to be considered for admission. Students may be admitted with a TOEFL lower than 530 if acceptable proficiency in English can be demonstrated. UMPI also accepts IELTS with a score of 6.0. Students who come from English-speaking countries can have this requirement waived.

Canadian/American Border Exchange Program

UMPI, recognizing the cultural and academic benefits brought to its campus by Canadian students, offers a tuition policy that encourages study by Canadians. Tuition is calculated at the University's in-state tuition rate plus 50 percent, American funds.

Articulation Agreements with Canadian Universities

UMPI has articulation agreements with three Canadian universities whereby their student may earn a degree at UMPI to qualify for Teacher Certification in Maine, Nova Scotia, and/or New Brunswick. Students enrolled at St. Mary's University, Mt. Allison University, or Kingswood University are eligible to participate and benefits include: international experience; opportunity to be certified as a teacher in both Maine and Nova Scotia/New Brunswick; a reduced tuition rate for students who are Canadian; conditional early admission for all qualified applicants; waiver of application fees at UMPI; and completion of student teaching in many locations, including Asia, South America, Europe, and China.

Students must complete an undergraduate degree at one of these sending univer-

Admissions

continued

sities, but may apply to enter the Bachelor of Science program at UMPI at any time after the completion of their third semester at the sending institution.

At UMPI, students will complete two semesters of Education courses (a summer session and online courses are available for students wanting to earn additional credits in Education). Students then complete one semester of student teaching, which may be done in Maine, the Canadian provinces, or other international locations.

For more information about these agreements, contact the Interim Chair, College of Education, 207.768.9445.

New England Regional Student Program

UMPI participates in a regional cooperative program administered by the New England Board of Higher Education. This program, known as the New England Regional Student Program, enables qualified residents of the New England States to study at the University of Maine at Presque Isle at reduced tuition for certain degree programs that are not available within their own state's institutions.

Information about this program can be obtained through the UMPI's Admissions Office, the high school guidance counselor, or the New England Board of Higher Education, 45 Temple Place, Boston MA 02111, 617.357.9620.

Early Admission Program

The intent of this program is primarily to provide an acceptable early route within the University structure for juniors who have exhibited superior achievement in high school and who desire to begin the first year of college instead of returning to the secondary school for their senior year. Recommendations from the superintendent, principal, guidance counselor, and parent or guardian are required to attest to the student's readiness for college. Assurance is also required that a high school diploma will be awarded at the successful completion of the freshman year (or a similar arrangement decided on prior to admittance to college).

Pre-College Experience Program

High school juniors and seniors from Aroostook County schools, with written recommendations from their guidance counselor, principal, and parent or guardian, may enroll for a maximum of six credit hours per semester on a "space available" basis. The courses should be applicable for high school credit. All applicants for the Pre-College Experience program must have the written approval of the Director of Admissions prior to enrolling in the courses. The program does not apply to non-credit courses, Continuing Education Unit (CEU) courses, or the University of Maine System distance education courses.

Non-Degree Admission

UMPI is committed also to serving the educational interests and aspirations of academically qualified individuals interested in taking courses for personal enrichment, job advancement, and expanded awareness.

Non-matriculated study is arranged through the Office of Student Records in Preble Hall.

Enrollment in credit-bearing courses requires a high school diploma, High School Equivalency Diploma, or GED, and evidence of such may be required. Placement testing may be required of students with no prior college experience, or no math or science in their previous college study. Testing can be arranged through the Advising Center at 207.768.9610. The University may also require additional evidence that the non-matriculated student is qualified to study at the 200 level and above. Permission to study full-time (12 or more hours in a semester) in a non-matriculated status may be granted in exceptional cases.

Testing

All students admitted or re-admitted to UMPI with no prior college course work, or no transferable college level credits in reading, writing, science, and/or mathematics will be required to placement test in any or all of those subject areas. The

placement tests are administered prior to registration for courses and are used by advisors to place students at the appropriate level of course work.

When scores indicate the need, students will be required to successfully complete developmental courses prior to enrolling in subsequent college level course work. Students may re-test once in any or all subject areas. Students receiving a grade in any developmental course, including a grade of W, will not be allowed to re-test in that subject. Re-tests are free of charge and study materials are available upon request.

Tests can be waived with appropriate SAT scores. Any student scoring a 500 in critical reading will be exempt from reading and writing; a 500 in math exempts the student from the math test; a 500 in both critical reading and math exempts students from all four tests, including science.

Advanced Placement Exam

It is the policy of UMPI to grant credit for the introductory course in a subject field to an enrolled student who scores three (qualified), four (well qualified), or five (extremely well qualified) on the Advanced Placement Exam of the CEEB.

College Level Exam Program (CLEP)

UMPI accepts certain general and subject area CLEP tests and is also an approved test center for the CLEP examinations. Credit for the CLEP General and Subject Examinations is based on review and approval procedures implemented through the Academic College Chair.

Information on the administration of CLEP and on UM-Presque Isle policies for the CLEP examinations can be obtained by writing to the Office of Counseling located in South Hall or calling 207.768.9589.

International Baccalaureate

UMPI recognizes IB and is committed to supporting students who have achieved a 5 or better on the highest level of the IB exam.

Veterans Information

UMPI welcomes the applications of veterans of the armed forces. In considering applicants, it is the policy of the University to recognize the advantages of the

training and maturing aspects of the military. UMPI is an authorized institution for use of the Veterans Educational Assistance Program benefits.

For more information contact the Veteran's Certifying Officer located in the Office of Student Records, Preble Hall, 207.768.9540. ★

Estimated Expenses

Expenses and Fees for students enrolled in 15 credit hours per semester.

	Semester	Annual	One-time
Tuition			
Maine resident \$220.00/credit hour	\$3,300.00	\$6,600.00	
Non resident \$552.00/credit hour	8,280.00	16,560.00	
New England Exchange (NEBHE) and Canadian Resident (U.S. Funds) \$330.00/credit hour <i>(Tuition deposit, \$50.00 applied to tuition, refundable to May 1)</i>	4,950.00	9,900.00	
Room and Board			
Residence halls	2,115.00	4,230.00	
Board (19 meals per week plan) \$100.00 Deposit <i>(refundable to June 1)</i>	1,671.00	3,342.00	
Student Activity Fee			
1 to 6 credit hours	.40.00	.80.00	
7 or more credit hours	.80.00	1.60.00	
Unified Student Fee	.270.00	.540.00	
Caroline D. Gentile Hall Fee	.45.00	.90.00	
Support Fee - Athletics			
1 to 8 credit hours	.11.25	.22.50	
9 or more credit hours	.22.50	.45.00	
Other Fees and Charges			
Application Fee <i>(for each application, non-refundable)</i>			\$40.00
Health and Accident Insurance <i>(optional for students who provide proof of insurance)</i>		.469.00	
Additional lab fees up to \$75.00 are required for some courses.			
Parking Fee		.10.00	
Books and Supplies			
Approximate expenditure for full-time student		.900.00	

Financial Aid

The University of Maine at Presque Isle provides various forms of financial assistance to students showing financial need. The Office of Financial Aid is often able to combine several available programs into a single package. Prospective students who are interested in Financial Aid should apply for aid at the time they apply to the University for admission.

Aid Eligibility

Any United States citizen or permanent resident enrolled or planning to enroll in an academic program at the University of Maine at Presque Isle is eligible to apply for financial assistance. To be considered for aid, one must be accepted into a degree program and meet all of the eligibility requirements established by the federal government.

Application Procedures

The Free Application For Federal Student Aid (FAFSA) must be completed and submitted to the Federal Student Aid Programs in accordance with instructions on the form. This form is available online at www.fafsa.gov.

Students should submit their applications at the earliest possible date. Financial aid awards are made on a rolling basis in the order that application files become complete in the Financial Aid Office, with priority given to students who complete their file by April 1.

Satisfactory Academic Progress

Federal and State regulations require that students receiving financial aid maintain satisfactory academic progress toward completion of a degree. If the minimum satisfactory progress is not met, the student's aid may be terminated. Detailed information regarding this policy is available in the Financial Aid Office and on the web - go to "Financial Aid" and click on "Eligibility for Title IV Funds" for a downloadable PDF.

Federal Financial Aid Award

Federal Pell Grant

This is a federally funded grant program designed to form the foundation of

all aid received. The amount of the grant is based upon the student's cost of attendance at the school. It also varies, depending upon the number of credits for which the student is enrolled. Whenever enrollment status changes, so does the amount of the Pell Grant.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This is a federally funded program intended for undergraduate students of exceptional financial need. FSEOG grants are available in amounts ranging from \$100 to \$4,000 per year, depending upon funding levels.

Federal Perkins Loan

Eligibility is based on exceptional need. These loans have a simple interest rate of 5 percent annually. Interest does not begin to accrue until nine months after student's last attendance. A student's monthly repayment amount will depend upon the size of the debt and the length of the repayment period. Cancellation of the loan amount plus interest is granted under certain conditions.

Federal Work-Study Program

With the assistance of federal funds, the University is able to provide many employment opportunities on campus or, in some instances, in off-campus agencies. On-campus work-study academic year awards are determined first. If additional funds are available, off-campus and summer awards can be made. Eligible students are limited to part-time employment during the school term, but may work 40 hours per week during the summer or other school vacations. Eligibility is based on need.

Federal Direct Stafford Loan Program

Federal Stafford Loans are available through the William D. Ford Federal Direct Loan Program (Direct Loan). Stafford loans are either subsidized (the federal government pays the interest on the loan until repayment begins and during authorized periods of deferment) or unsubsidized

(students are charged interest from the time the loan is disbursed until it is paid in full). Subsidized loans are awarded on the basis of financial need; unsubsidized loans are not based on financial need.

Students may borrow up to \$3,500 during the first year of a program of study; \$4,500 after completion of the first year; and \$5,500 upon completion of two years of study. If the student requires additional funding, more money may be available through the unsubsidized Stafford Loan program. The student should consult with the Financial Aid Office in this situation.

Repayment begins six months after student's last attendance on at least a half-time basis.

Federal Direct PLUS Loans

Federal PLUS Loans enable parents with good credit histories to borrow for the education expenses of each child who is a dependent undergraduate student enrolled at least half time. PLUS Loans are available through the Direct Loan Program. Most of the benefits to parent borrowers are identical in the two programs.

The yearly limit on the PLUS Loan is equal to the student's cost of attendance minus any other financial aid received. Parents pay a minimal service fee, deducted proportionately each time a loan payment is made. There is no grace period for these loans; interest begins to accumulate at the time the first disbursement is made. Generally, parents must begin repaying both principal and interest 60 days after the date of the final loan disbursement.

Other Types of Financial Aid Awards

Maine State Grant Program

The 108th Maine Legislature enacted this program of grant assistance for students enrolled in Maine post-secondary institutions. Maine residents interested in this opportunity may apply by completing the Free Application for Federal Student Aid (FAFSA) by May 1 every year.

Educators for Maine Program

This Program is a state funded program for graduating high school seniors and col-

lege students who want to become teachers. Also, post-baccalaureate students who are pursuing graduate studies in education, as well as teachers, are eligible to apply for loans under the Educators for Maine Program.

Recipients may borrow a maximum of \$3,000 per year up to a total of \$12,000. Student loans are competitive based on academic merit and are renewable provided the student maintains a 3.0 grade point average and attends school full time. Teacher loans also are competitive and based on the relevance of the request to the individual's teaching career. Application materials are available through the Finance Authority of Maine, Maine Education Assistance Division.

University Grants

University grants are available as part of the financial aid package for students demonstrating financial need.

University Campus Housing Grants

Housing grants are available, as part of the financial aid package, for students who live in traditional campus housing and who demonstrate financial need.

Native American Waiver and Educational Program

The University of Maine System has tuition waiver and room and board grant programs for eligible Native American students. The purpose of these programs is to encourage Native American students to participate in public higher education in Maine.

Native American Tuition Waiver Program

Tuition and mandatory fees will be waived for eligible students, both matriculated and non-matriculated, who are enrolled in academic, credit bearing courses at the undergraduate, graduate, or continuing education level at the campuses of the University of Maine System. Mandatory fees are those fees which all students must pay including and course or program fees as determined by the campus.

Native American Room and Board Grant

The Native American Room and Board Grant is a need based award for eligible native students living in a residence hall of the campus where they are matriculating. Students will be subsidized at the double occupancy rate for the student's residence. Charges for single, double single, or computer or telephone devices, for which there is a separate charge, will be the responsibility of the student tenant. Room and board charges will be covered only during the traditional academic year.

Veteran Dependent Tuition Waivers

Tuition may be waived for persons qualifying under subchapter 37-A MRSA, Section 50-J to 50-M.

Tuition Waivers for Children of Fire Fighters & Law Enforcement Officers Killed in the Line-of-Duty

Tuition waivers are available for children of fire fighters or law enforcement officers who have been killed or who have received an injury during the performance of duties, which results in death.

Tuition Waiver for Persons in Foster Care upon Graduating from High School or Successfully Completing a GED Examination

Tuition will be waived for eligible Maine students who have applied for federal student financial aid. These students must be enrolled in an undergraduate or certificate program of at least one year and not have been enrolled full-time for more than five years or the equivalent. A person desiring a tuition waiver should apply to the Finance Authority of Maine for determination or eligibility. No more than 25 new waivers will be awarded in each year. MRSA, Title 20-A, Section 1257I, as enacted 1999, P.L. c.429-A and amended in May 2000.

Public Benefit Programs

UMPI is approved by the Veterans Administration, the Social Security Admin-

istration, the Maine Rehabilitation Commission, and other public agencies for educational benefits under a variety of programs.

Scholarship Awards

Student Academic Scholarship Program

The Student Academic Scholarship Program will permit UMPI to award tuition scholarships to students whose presence would enhance the academic standard of the university by recognizing the academic achievement of our new students.

In-State First Time College Students

John F. Hill Blue Award

The student must score an 1100 combined, critical reading and math on his/her SAT (or 24 ACT) and achieve top 25% of his/her class with a GPA equal to or greater than 3.0 on scale of 4.0.

John F. Hill Gold Award

The student must score a 900 combined, critical reading and math on his/her SAT (or 19 ACT) and achieve either top 50% of his/her class or a GPA equal to or greater than 2.75 on scale of 4.0.

John F. Hill Bronze Award

The student must score a 800 combined, critical reading and math on his/her SAT (or 16 ACT) and achieve top 50% of his/her class.

Canadian First Time College Students

Confederation Blue Award

The student must have a high school academic average of 80 or above.

Confederation Gold Award

The student must have a high school academic average of 70 to 80.

Out-of-State State First Time College Students

EDGE Blue Award

The student must score an 1100 combined, critical reading and math on his/her SAT (or 24 ACT) and achieve top 25% of his/her class with a GPA equal to or greater than 3.0 on scale of 4.0.

Financial Aid

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EDGE Gold Award

The student must score a 900 combined, critical reading and math on his/her SAT (or 19 ACT) and achieve either top 50% of his/her class or a GPA equal to or greater than 2.75 on scale of 4.0.

Out-of-State Transfer Students**EDGE Transfer Blue Award**

The student must have a cumulative college GPA equal to or greater than 3.0 on scale of 4.0.

EDGE Transfer Gold Award

The student must have a cumulative college GPA equal to or greater than 2.75 on scale of 4.0.

International First Time College Students**EDGE International Blue Award**

The student must score an 1100 combined, critical reading and math on his/her SAT or 24 ACT.

EDGE International Gold Award

The student must score a 900 combined, critical reading and math on his/her SAT or 19 ACT.

University Work Program

A limited number of jobs are available on campus for students who are not eligible for financial assistance.

Northern Maine Community College

\$1000 scholarships offered to NMCC graduates who are furthering their education at UMPI.

Merit Scholarships and Awards

In recognition of the unique talents and experiences of its entering students and to encourage continued diversity in its student population, the University of Maine at Presque Isle offers a number of merit-based scholarships, awards, and grants.

Ambassador Scholarships

The presence of Canadian students enriches the experiences of all students. Therefore the University offers Ambassador Scholarships to first-time freshman Canadian students of demonstrated academic potential and who have a record of

involvement in school or community activities.

Presidential Scholarships

Students who rank in the upper 10 percent of their high school graduating classes, have outstanding SAT or ACT scores, are outstanding school citizens, and have exemplary records of participation in cocurricular activities are considered for these scholarships.

Student Senate Scholarships

The Student Senate Scholarships were created by the 1984 Student Senate to promote high academic achievement. Senate Scholarships are awarded annually to deserving students.

Monica G. Gilbert Memorial Scholarship

Students must be a BFA (Bachelor's of Fine Arts) major, have a cumulative GPA of 3.0 or higher, and show involvement in campus and/or community organizations.

Edna L. Higgins Memorial Scholarships

This scholarship is awarded annually from a memorial fund established by the late Edna L. Higgins, with preference given to students from the greater Portland, Maine area.

John K. Steinbaugh Scholarship

This is an annual scholarship developed by UM-Presque Isle faculty in honor of John K. Steinbaugh, a former faculty member in the Social Science and Business Division.

Rev. George M. Park Memorial Scholarships

These scholarships are awarded annually from the memorial fund established by the late Clinton D. Park in honor of his father, a founder of UMPI.

David Solman Memorial Scholarships

These scholarships are awarded annually to qualifying Caribou, Maine, students from a grant contributed by Claudia Solman in memory of her husband, who was a well-known Caribou attorney.

Margaret Chase Smith Scholarship

An award of up to \$4,000 per year may be made to a student who is a dependent of an employee of Fiber Materials, Inc., and is enrolled full-time at any University of Maine campus. More information can be obtained from Fiber Materials, Inc., Biddeford, Maine.

T.W. Morrison Scholarship

Established by the Student Senate, this scholarship is awarded to a deserving full-time student who demonstrates leadership skills in campus and/or community activities. Any student with a cumulative grade point average of 3.30 or better is eligible.

Bath Iron Works Scholarship

This scholarship was established in 1990 by Bath Iron Works and its employees to provide scholarship aid to needy undergraduate students in good academic standing enrolled at a campus of the UM System. Preference is given to BIW employees and their children.

University Foundation Awards

The following are *Foundation of the University at Presque Isle*-sponsored scholarships for students of academic promise.

Ralph W. Allen Memorial Scholarship

This scholarship was established by the Allen family and is awarded to a full-time student or entering freshman from the Caribou area.

Alumni Scholarship

This \$500 scholarship is awarded annually by the Alumni Association of the University of Maine at Presque Isle. The applicant must be the son, daughter, grandchild, or spouse of an alumnus. Any full-time, second semester freshman, sophomore, or junior with a cumulative grade point average of 3.50 or better in any major may apply for this Alumni Scholarship.

John & Ruth Anderson Memorial Scholarship

This scholarship was established in 1995 and is awarded to a junior or senior who

is majoring in secondary education. Ruth was a Professor of Education at UMPI for many years. Preference is given to Canadian students.

Alan Arman Memorial Scholarship

This scholarship will be awarded to a deserving campus resident in good academic standing.

Aroostook Agricultural Farm Fund Scholarship

This scholarship may be awarded to a full-time student who is a resident of Aroostook County and plans to work in a business or organization that serves the agricultural community in some capacity. Examples include teaching, banking, insurance sales, social work, criminal justice, etcetera. This scholarship is renewable for a total of eight semesters provided a GPA of 2.50 is maintained. UMPI will select the scholarship recipient(s).

Gordon & Dorothy Baker Memorial Scholarship

These scholarships are awarded to students from Aroostook County, with preference given to students from the Presque Isle area. Recipients shall be deserving, both financially and from the standpoint of potential scholarship and demonstrated integrity.

Merrill (Mike) Bull Scholarship

Applicants shall be full-time, third year business majors from Aroostook County, who have maintained at least a 2.50 average during their first two years of study. Recipient must demonstrate significant promise to meet his or her lifetime goals.

Paul & Sheila Cariani Scholarship

This award will go to a graduate of an Aroostook County high school. Preference will be given to students whose parents are teachers in MSAD #1 or employees of Maine Public Service Company.

P. Arnold Christie Memorial Scholarship

Preference for this scholarship is given to a student from Aroostook County with a good academic record and leadership qualities.

Patricia Collins Art Scholarship

This scholarship is awarded to an art major, selected on the basis of merit.

Dr. George T. Corey Memorial Scholarship

This scholarship was established to honor the late Dr. George T. Corey of Caribou. The award is given to a full-time student at UMPI from the greater Caribou area. The recipient must demonstrate high academic achievement and promise.

Jerry and Mabel Desmond Education Scholarship

This fund was established by the Desmond family. Both Jerry and Mabel are graduates of UMPI, formerly named the Aroostook State Normal School. This scholarship will be awarded to an Education major with preference given to someone from the State of Maine.

Joel W. Dana Memorial Fine Art Program Award

Established by family and friends in memory of Joel Dana, former UMPI art professor, the award is given annually to an outstanding art major for use in his or her senior exhibition.

Robert S. Doughty Family Scholarship

This scholarship was established by Robert Doughty in 1999 and is awarded annually to a Fort Fairfield High School graduate.

Robert S. Doughty Jr. Scholarship

This Scholarship is awarded to a needy full-time student, in the following order of preference, who is (1) from Fort Fairfield, (2) from Aroostook County, (3) married and working his or her way through school, or (4) from the State of Maine, pursuing a degree in teaching or nursing.

Aleta "Gunna" Drapeau Memorial Scholarship

This Scholarship is awarded to a freshman female from Maine majoring in physical education. The recipient must write an essay on the importance of per-

sonal commitment or importance of family and friends. This scholarship is renewable.

Nellie T. Dunning Scholarship

Established by the Alumni Association in 1986 to honor Nellie T. Dunning, a former Finance Officer at the Aroostook State Teachers College, the scholarship is awarded to a female Elementary Education major who exhibits promise. Recipient must be from Aroostook County.

David G. & Frances Lunt Flewelling Memorial Scholarship Fund

This scholarship is awarded annually to students possessing literary talent and academic ability and demonstrating financial need.

William Forbes Geology Scholarship

This scholarship has been established by the Aroostook Beverage Company in honor of Dr. William Forbes, former Professor of Geology at UMPI. The Geology faculty at UMPI will select the recipient.

Raynold & Sandra Gauvin Family Scholarship Fund

The Gauvin Scholarship was established by Ray & Sandy Gauvin. This scholarship is awarded to an Aroostook County student, preferably a non-traditional student. Factors to be considered, but not limited to, are the degree of interest in a college education, potential for making a contribution to college life, and an indication of high moral character.

Caroline Gentile Scholarship

This scholarship was established by the Alumni Association in honor of long-time faculty member, Professor Caroline Gentile. Student applicants must be in the field of Health, Physical Education, and Recreation or Elementary Education. Only juniors or seniors with a cumulative grade point average of 3.50 or better are eligible.

Financial Aid

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General Biology I Award

This award is made to a Biology I student.

Jere Green/UM-Presque Isle Library Staff Scholarship

This award goes to a student who has worked more than 30 weeks as a work-study student in the UMPI Library.

William Haskell Scholarship

Founded by the University of Maine at Presque Isle's Alumni Association, this scholarship is awarded annually to a Recreation major who shows academic promise and who resides in Presque Isle, Aroostook County or the State of Maine.

Higher Education Matters

Endowment

This scholarship was established by MBNA in 1999 and is awarded to a freshman.

Warren H. Horton Scholarship

This scholarship is awarded to an upperclassman in the international studies or social sciences area.

The Houlton Center Scholarship

These scholarships are awarded to Maine residents living in southern Aroostook County and attending the Houlton Center as matriculated students. Recipients must demonstrate financial need.

G. Melvin & Phyllis Hovey Scholarship

This award will go to a student who demonstrates a high degree of interest in a college education and potential for making a contribution to college life. Preference is given to Aroostook County residents.

Humanities Scholarship

The Humanities Scholarship is available to any junior or senior majoring in Art or English. The scholarship was designed to defray costs associated with research projects. Students should apply for the scholarship through their advisor. A detailed description of the research project should be included with the application.

Frank W. Hussey Scholarship

This scholarship was established by the Hussey family and is awarded to Aroostook County students.

International Student Scholarship

The purpose of the International Students Scholarship and Work Program is to provide financial assistance for tuition and employment on campus. Working on campus facilitates the international student's connection to the University and it gives students and staff the opportunity to interact with someone from a different country.

Jenkins/Roberts/Vlasak Scholarship

This scholarship is awarded to an education major from the Fort Fairfield/Easton area.

Arthurette Kierstead/Theora Bartley Scholarship

This scholarship is awarded to a junior or sophomore majoring in Elementary or Physical Education who has a demonstrated ability in the arts. Preference is given to a female.

Jan & Evelyn Kok

This scholarship was established in 2000 and will be awarded to a student who has resided in Maine for at least two years prior to enrolling at UMPI. The recipient must be a major in the arts or sciences area.

John N. Lagerstrom Memorial Farm Credit Scholarship

This scholarship is awarded to a student from Aroostook County who is enrolled in at least the second semester of college. The parents or grandparents of the recipient must be Farm Credit stockholders. The parents of the recipient may also be employees/retired employees of Farm Credit of Maine Northern Division. The scholarship is awarded to a student with significant promise to meet his/her lifetime goals.

Florence Flewelling Lamoreau Scholarship

This \$1000 award goes to a full-time entering student from Aroostook County

who shows promise of high academic achievement and the potential to make a significant contribution to college life and society.

Maine Potato Growers Scholarship

This fund was established by Maine Potato Growers to assist a highly motivated Aroostook County student studying at UMPI.

Maine Potato Growers - Harley D. Welch Scholarship

Established by Maine Potato Growers in honor of Harley D. Welch, this scholarship is awarded to an Aroostook County student enrolled as a degree candidate or an entering full-time freshman with significant promise.

Maine Public Service Company Scholarship

This scholarship is awarded to a full-time freshman who shows significant promise, with preference given to students pursuing vocations useful in a career with Maine Public Service Company.

Math/Science Academic Scholarship

This scholarship fund has been established by UMPI faculty to assist in enhancing the academic reputation of the campus by recognizing academic achievement in the math-science area.

Peter G. McConnell Memorial Scholarship

This scholarship is awarded to an upperclass student who is majoring in business and/or accounting. Preference is given to Aroostook County students.

The Smith C. & Charlene W. McIntire Scholarship

This scholarship was established by Smith C. & Charlene W. McIntire. Recipients shall be graduates of a Maine secondary school or shall have been domiciled in the State of Maine for the two (2) years prior to application for scholarship. Applicants shall have a cumulative grade point average of at least 2.80 and demonstrate need for scholarship assistance.

Sylvia T. McKenney Scholarship

Applicants must be an Education Major (Secondary or Elementary), enrolled full time, seeking their first undergraduate bachelors' degree, have good academic achievement, good character, and community service.

Freda Clark Mitchell Memorial Scholarship

Started by the family and friends of the late Freda Clark Mitchell, a Financial Aid Director at UMPI, the scholarship is awarded annually to a deserving student.

George & Clara Fenlason Morris Scholarship Fund

These awards are given to graduates of Limestone High School who are enrolled at UMPI and based upon scholastic standing, character, leadership, and service to the community.

Malcolm & Cecilia Gagnon Murphy Creative Arts

Awarded to an Aroostook County high school graduate who is a Fine Arts Major with 2.5 GPA or higher.

C. A. Nutter Scholarship Fund

The C. A. Nutter Scholarship Fund was established to benefit a Mars Hill student attending the Presque Isle campus. Initial funding came from the Walter Dearborn family and the Mars Hill Rotary Club.

Ruel Parks Memorial Scholarship

Awarded to a sophomore or junior in the P.E. or Athletic Training program. Preference will be given to students who demonstrate past or present involvement in the P.E. of children, such as coaching a recreational or school sports team, involvement in sports camps or summer camps, and who demonstrate financial need.

Dr. Kenneth C. Petress Memorial Scholarship

This scholarship was established from the Petress Estate. Dr. Petress was a speech communication professor at UMPI for many years. It is the intent of this fund to support English/Humanities students in

good academic standing. Preference will be given to students studying in the field of Professional Communications.

Kenneth Petress Scholarship for Non-Traditional Students

This scholarship was established from the Petress Estate. Dr. Petress was a speech communication professor at UMPI for many years. The scholarship is awarded to a non-traditional age student (25 years or older). The intent of the scholarship fund is to support those who are uncertain about the college degree experience but would like to take a college course in a supportive environment. The award will cover the tuition cost of one course and fees.

The Presque Isle Garden Club Environmental Education Scholarship

This scholarship is awarded to eligible students who have completed the equivalent of at least two semesters of full-time study. Students majoring in biology or environmental studies as well as students who are education majors whose emphasis is in these fields are eligible. Financial need will be considered but greater importance is placed on the scholarship, determination, and integrity of the individual.

Presque Isle Rotary Scholarship

Awarded to a student from Aroostook County who exemplifies an ethic of community service.

Daniel Schmidt Scholarship

Applicants for the Dr. Daniel Fredric Schmidt Memorial Scholarship shall be any student majoring or minoring in psychology with a concentration in the fields of behavioral science or sociology. Grants will not be made to an entering freshman student. Applicant must have achieved an academic average of 3.00 or better during his or her prior academic year.

Paris Snow Memorial Scholarship

This scholarship is awarded to a student from Aroostook County who has interest in environmental studies and/or political science.

Ruby Ashby Snowman Memorial Scholarship

This is an award made to a full-time entering or continuing student from the State of Maine who expresses an interest in a career in education beginning as a classroom teacher.

William & Pearl Staples Scholarship

This scholarship was established by the Staples family in 1999 and is awarded to an Aroostook County student who is deserving financially and from the standpoint of potential scholarship and demonstrated integrity.

Alice & Hazen Stetson Scholarship

This fund was established by Mr. and Mrs. Stetson for a deserving student from Aroostook County who is enrolled at UMPI. Mr. Stetson served as the first chairman of the University-Presque Isle Community Council and was very active in community affairs until his death.

Lionel & Rita Theriault Family Scholarship

This scholarship is awarded to an entering full-time freshman from Aroostook County who shows promise of benefiting from a college education. First preference shall be given to employees of Lionel Theriault, Inc., or their immediate families.

Larry & Audrey Thibodeau Scholarship

This scholarship was established through a life insurance policy of Mr. Thibodeau. It was the wishes of Mr. & Mrs. Thibodeau that this scholarship be awarded to students who are majoring in the medical-related field, such as UMPI's MLT and Athletic Training programs.

Time Warner Scholarship

This scholarship is awarded to a freshman who is a Maine resident.

Timothy E. Townsend Memorial Scholarship

It is the intent of this fund to support the learning of Geology in the broadest sense. The grant might support field trips, lab equipment, books, scholarships and other activities.

Financial Aid

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Robert C. Wanbaugh Memorial Art Award

A piece of student art work, preferably from the Senior Fine Arts Show, will be purchased annually from this fund. The winning work will be chosen by members of the Art Faculty and the President of the University and will join the permanent collection of the University.

Dr. Clifford O.T. & Marguerite Hill Wieden Scholarship

Founded by the University of Maine at Presque Isle's Alumni Association to

honor the University's President Emeritus, the scholarship is awarded annually to a deserving student.

Wysocki International Business Fund

This scholarship was established in 1992 by Professor Wysocki to foster and nurture an international business focus on the campus. The award may be used for student travel, internships, books, research, or scholarships.

Matisse Zillman Scholarship

Established in December 2010 by the Zillmans in memory of their beloved German Shorthaired Pointer. The award will go to a part-time student(s) in financial need taking 6-11 credit hours whose intent is to become a degree student. Minimum GPA of 2.5. Strong preference will be given to students who own, volunteer or otherwise work with animals. ★

Financial Information

Changing financial conditions, state legislative action and other considerations may necessitate adjustment of charges and expenses. The University reserves the right to make such adjustments to the estimated charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees up to the date of final registration for a given academic term. Students acknowledge this reservation by the submission of an application for admission or by registration for courses.

Tuition

The University of Maine System Board of Trustees establishes tuition rates. Tuition is charged on a per credit hour basis. Courses being audited are included in this calculation.

Tuition charges per credit hour

- ✓ Maine resident \$220.00
- ✓ NEBHE/Canadian \$330.00
- ✓ Out-of-state \$552.00

Fees

Application Fee:

A \$40.00 non-refundable mandatory fee charged to students applying for admission into a degree program.

Course Fees:

Some specialized courses have mandatory course or laboratory fees. These fees range from \$10.00 to \$200.00.

Gentile Hall Fees:

A mandatory fee of \$45.00 is charged each semester to all students who are enrolled in nine or more credit hours on the

Presque Isle campus. The fee gives students access to the Caroline D. Gentile Hall fitness facility.

Installment Plan Fee:

A \$30.00 fee is charged to students who enter into a deferred payment agreement or payment plan to pay university charges.

Insufficient Funds Fee:

A \$25.00 fee is charged when a student's check is returned from our bank as "non-negotiable."

Late Registration Fee:

A \$25.00 fee is charged to continuing degree-seeking students who fail to pre-register for courses during their assigned pre-registration period.

Late Payment Fee:

A \$25.00 fee is charged each month on past due accounts.

Parking Fee:

Students who wish to park a vehicle on campus are required to register their vehicle(s) with the campus Safety & Security office. The cost to register the vehicles is \$10.00 for the first vehicle and \$2.00 for each additional vehicle. One decal will be issued for each vehicle registered for display on the vehicle's windshield.

Re-instatement Fee:

A fee of \$50.00 is charged to students who petition to have courses re-instated after courses have been cancelled for non-payment.

Student Activity Fee:

A mandatory fee of \$80.00 (\$40.00 for part-time students) is charged each semester to all students. All of the funds generated by the Student Activity Fee are administered by the students. The revenue generated is used to fund educational, cultural, social and

recreational activities. This fee allows students to attend University-sponsored activities free, or at a reduced rate. Activities include speakers, performances, dances, and all sporting events.

Student Health Insurance:

The University provides students with student insurance. Health insurance is mandatory for all matriculated students enrolled in nine or more credit hours. Students who show proof of having health insurance coverage may request a waiver for the University-provided health insurance. This insurance can be used to fulfill the insurance requirement to participate in varsity and club sports. The cost for single coverage is \$469.00 for the year. Insurance for dependents is also available.

Support Fee - Athletics:

A mandatory fee of \$22.50 is charged each semester to all students.

Unified Student Fee:

A mandatory fee of \$18.00 per credit hour charged to all students taking courses on the Presque Isle campus; \$15.00 per credit hour for online classes and for courses at off-campus sites and centers.

Room & Board Charges

Room:

The University offers on-campus housing for students. Information about on-campus housing is available from the Residential Life Office or may be found by going to www.umpi.edu/reslife.

Room Options.....per semester

- Double/Triple Room Rate . . . \$2,115.00
- Single Room \$2,545.00
- Double Room as a Single . . . \$2,650.00
- Triple Room as a Double . . . \$2,437.50

Board:

The University offers a variety of meal plan options to fit your dining needs. Each plan includes a fixed number of meals per week at the dining hall, along with declining balance dollars called "Points." Each point is worth \$1.00 and is used like cash at any of the campus dining locations. All students who elect to live in the residence halls are required to choose a meal plan. More information about meal plans is available from the Residential Life Office.

Meal Plan :

Meal Plan Options.....per semester

- 10 Meals + \$150 DBD \$1,532.00
- 10 Meals + \$250 DBD \$1,632.00
- 14 Meals + \$150 DBD \$1,591.00
- 14 Meals + \$250 DBD \$1,691.00
- 19 Meals + \$100 DBD \$1,671.00
- 19 Meals + \$200 DBD \$1,771.00

Books and Supplies

Students are responsible for the purchase of books and supplies. Payment is made at the time of purchase. Approximate amount per year is \$900.00.

Deposits

Upon acceptance, all students are required to pay a \$50.00 tuition deposit. Residence Hall students must submit a \$100.00 deposit with their room and board contract. The tuition deposit is credited to the student's first semester bill. The \$100.00 deposit for room and board is held in escrow for lost keys and damages. At the end of the academic year, the deposit minus damage charges and replacement cost for lost keys is refunded.

Payment Methods

Payments may be made with cash, personal checks, bank checks, and money orders. Debit and Credit Cards issued by MasterCard, Visa, and Discover are also accepted.

Installment Payment Plans

Each semester, the University provides an option to pay a semester bill in monthly installments. The plan allows students or parents the option of spreading the amount due over a four month period. Fall semester payments are payable August through November and Spring semester payments are payable January through April. Students or parents electing the payment plan option must notify the University's Business Office by completing and submitting a Payment Plan Enrollment form. Enrollment forms and additional information is available from the Business Office.

Residence Classification

A student is classified as in-state (Maine residents), NEBHE/Canadian, or out-of-state residents for tuition purposes at the time of acceptance. If prospective students have a question regarding their residence status, they should contact the Office of Admissions. Currently-enrolled students who have reason to believe their status has changed should contact the Business Office for full details on the current rules governing changes in residence.

Past-Due Financial Account

The University reserves the right to withhold course registration, grades, transcripts, and/or any other university records of any student who has a past due account. The University also reserves the right to cancel a student's registration for non-payment of current semester charges. ★

Refund Policy

Tuition, Fees, Room, and Board

Student charges will be refunded to students who voluntarily withdraw or drop courses from the University of Maine System institutions in accordance with the schedule and provisions set forth below.

For refunding purposes, a student withdrawal is defined as one where a student provides the University with an official written notification of withdrawal from all courses. Dropping courses is defined as a reduction in course load during the add/drop period while remaining enrolled at the University. Withdrawal from courses is defined as a reduction in course load after the add/drop period while remaining enrolled at the University.

Students officially withdrawing from the University will be refunded according to the “Refund Schedules” below. A refund or credit is issued for courses dropped during the add/drop period. No refund or credit is issued for course load reductions after the add/drop period. Students who leave the University without official written notification (dropouts) are not entitled to a refund.

Determination of Attendance

For purposes of calculating refunds for withdrawal from the university, the attendance period begins on the opening day of scheduled university classes, includes weekends and holidays, and ends on the date the student notifies the University in writing, that (s)he is withdrawing.

REFUND SCHEDULE:

<i>Semester/Session 11 weeks or longer</i>	<i>Refund percentage</i>
Withdrawal/drop prior to the first day of semester/session . . . . .	.100% tuition, fees, and room
Withdrawal/drop prior to the end of first week . . . . .	.100% tuition, fees, and room
Withdrawal/drop prior to the end of the second week . . . . .	.100% tuition and fees; 75% room
Withdrawal prior to the end of the third week . . . . .	.50% tuition and fees; 50% room
Withdrawal prior to the end of the fourth week . . . . .	.50% tuition and fees; 25% room
Withdrawal prior to the end of the fifth week . . . . .	.50% tuition and fees; 0% room
Withdrawal prior to the end of the eighth week . . . . .	.25% tuition and fees; 0% room
Withdrawal after the eighth week . . . . .	.0% tuition and fees; 0% room
<i>Sessions that are less than 11 weeks</i>	<i>Refund percentage</i>
Cancellation through the first day of classes . . . . .	.100% tuition and fees
Withdrawal after the first day and until 30% of the term has expired . . . . .	.50% tuition and fees
Withdrawal after 30% has expired and until 60% of the term has expired . . . . .	.25% tuition and fees
Withdrawal after 60% has expired . . . . .	.0% tuition and fees

Board Refunds

Students who withdraw from the University or cancel their Room and Board contract prior to the end of the semester will be refunded for the unused portion of their meal plan on a prorated basis. Students must notify the Director of Residence Life to qualify for the refund.

Room Refunds

Students who are enrolled but have vacated a residence hall
The terms and conditions of the residence hall contract will govern refunds.

Students who are not enrolled but are living in a residence hall

The terms and conditions of the residence hall contract will govern refunds.

Advanced Deposits

Tuition Deposit

No part of a tuition deposit is refundable after May 1ST for the fall semester and after January 1ST for the spring semester.

Room Deposit

No part of a room deposit is refundable after June 1ST for the fall semester and after January 1ST for the spring semester. ★

Student Services

AA/Equal Opportunity Office

Discrimination based on race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University is illegal. The Office of Affirmative Action and Equal Opportunity is responsible for compliance with the letter and spirit of these laws and with University policies and diversity goals. Areas of particular concern are: prevention of sexual harassment, reasonable accommodations for persons with qualified disabilities, and fairness in hiring. Complaints of discrimination or discriminatory harassment should be brought to the attention of the Equal Opportunity Office. If you have questions this office provides general information and handles complaints.

Academic Support

Professional staff members meet with individual students to help them assess their learning styles, to develop goals for their academic programs, and to assist them in implementing strategies that will maximize their performance. In addition to study skills and time management strategies, staff members work with students to problem-solve around specific academic issues and help students identify services that will help them in achieving their goals.

Academic Advising

In order to assist students in achieving their educational goals, the University provides advising services through the Academic Advising Center. The faculty and staff, who work as Advisors, assist students with advising or degree program questions, goal setting, course registration, referral to campus resources, and other services designed to contribute to their academic experience. Advisors familiar with the University's educational programs assist them during registration periods. The Director of Advising also ensures that students are assigned to a degree program advisor and coordinates the placement

testing program, new student advising and registration, and the Peer Advising program. The ultimate responsibility lies with the individual student to comply with all academic policies and to fulfill graduation requirements.

First Year Student Seminars

The first semester of college represents a significant transition for many students. The goal of the First Year Seminar is to assist students with this transition. Students are introduced to strategies like goal setting and time management that will assist them in adapting to the challenges of the college curriculum. Students will also be introduced to resources such as the Writing Center, Library, Health Services, Counseling and Career Services, student clubs and organizations, and resources that will enhance their college experience. Finally, University policies and procedures related to advising, registration, and academic standing will be explained.

Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Disability Services assists students with physical, psychological and learning disabilities in fulfilling the fundamental requirements of the curriculum by accessing reasonable accommodations to ensure that they have equal access to educational opportunities at the University. Students wishing to request accommodations should meet with the Director of Student Support Services at the beginning of *each semester* to review their documentation and discuss their courses. The University requires that a copy of a recent assessment, completed by an appropriate service provider, be on file with Disability Services. The assessment should include recommendations made by the service provider. All information related to disabilities will remain confidential.

Tutoring Services

The Tutoring Center provides peer tutoring in many courses, including math, science, reading and writing. The services are available to all UMPI students.

Writing Center

The UMPI Writing Center offers one-on-one tutoring for writers at all levels of course work on all types of writing projects, from first-year composition essays to senior theses, from biology book reviews to personal statements for graduate school applications. Our peer tutors are trained to assist students at all stages of the writing process, from brainstorming a topic through revising a completed paper. The Writing Center's mission is to help writers develop skills and strategies that will help them not only with one paper, but with future writing.

Career Services

Career Services helps students to define their career goals and promotes effective career planning skills. The office also assists students with resumés, internships, job search strategies, facilitates contacts between students and prospective employers, and provides resource information. Career Services sponsors workshops, an "Etiquette Event," Suits for Students and a Job and Career Fair. The Career Resource Center contains printed, video, and computerized information on all aspects of career development. Career Services also provides assistance to students who are interested in gaining part-time and summer employment.

Counseling Services

Counseling services offers free confidential counseling for anyone troubled by specific problems or general concerns. Typical concerns include, but are not limited to: stress management, adjustment to college, anxiety, depression, eating disorders, family and relationship problems, substance abuse, sexuality, sexual orientation and cultural issues. The professional staff is committed to providing a comprehensive, quality service that addresses the various needs of our diverse student body.

The mission of counseling services is to support the intellectual, emotional, social, and cultural development of students in a multicultural environment. Counseling services offer a wide range of services that include individual and couples counseling,

Student Services

continued

crisis management, psycho-educational workshops and programs, a resource and referral service, and consultation to student groups, faculty and the college community.

Health Insurance

University policy requires that all students enrolled in nine or more credits per semester must carry health insurance. In order to comply with this requirement, UMPI makes available a comprehensive Student Health Insurance Plan to all students enrolled in the University. This plan is designed to provide protection against unexpected expenses for an accident or illness. Only those students with comparable coverage can be exempted from the University health insurance policy. Information on the procedure for providing proof of comparable insurance and waiving the University policy can be obtained from the billing office.

Health Services

The Student Health Center is located in the Emerson Hall Annex and provides students with a range of on-campus professional medical services. A registered nurse practitioner holds regular office hours Monday through Friday during the semester. The Aroostook Medical Center is only a short distance from the campus. It is an accredited hospital and offers complete medical care services. Air ambulance is available when necessary.

Immunizations

In accordance with Maine state law and in accordance with University policy, ALL enrolled students must show proof of the following immunizations:

1 - Diphtheria and tetanus vaccine given WITHIN THE PAST 10 YEARS. If a tetanus shot only has been given within the past 5 years, the student may be temporarily exempt from the diphtheria requirement. 2 - TWO doses of Measles vaccine - the first given AFTER THE FIRST BIRTHDAY WITH LIVE VACCINE. Vaccines given after 1968 use live vaccine. If the vaccine was given before 1968, the type of vaccine must be indicated. "LIVE VACCINE" is acceptable.

"UNSPECIFIED VACCINE" is unacceptable and the student will need to be re-immunized or show proof of immunity through laboratory bloodwork called a titre. 3 - TWO doses of Rubella vaccine - the first give AFTER THE FIRST BIRTHDAY. 4 - TWO doses of Mumps vaccine - the first give AFTER THE FIRST BIRTHDAY.

Information Technology

Students are provided with a wide variety of information technology at the Presque Isle Campus. The Department of Information Services manages five computer labs on campus and one at the Houlton Center. Computers are readily accessible because of the low student to computer ratio and convenient open lab hours.

Students use computers for writing, communicating, and research. URSUS – the library's computerized catalogue common to all campuses of the University of Maine System – and the Internet provide access to books, periodicals, and information resources from around the world. Students use electronic mail for communicating with faculty, other students, friends, and family. Standard software applications like MS Office and Internet communication tools are installed on lab computers. Off-campus Internet access is provided for students who own a computer and modem. Residential students also have direct Internet access through the ResNet program.

The University is dedicated to keeping computer resources current and students informed about using them. Information Services is committed to Green Campus initiatives and has instituted a printing reduction program to save paper. Each semester students will receive a predefined printing allotment. Charges may apply for excessive printing. Details are available by contacting the IS Office.

Student lab attendants are specially trained to assist lab users. Also, free workshops are offered on a variety of information technology topics, including basic

computer literacy, word processing, electronic mail, and the Internet. No matter what the student's level of computer expertise, Information Services is available to help them with the wide array of hardware and software applications.

International Student Services

Located in South Hall, the Designated School Official (DSO) provides international students with advice and assistance in meeting immigration requirements both before and after arrival to the United States, as well as cultural advising and personal counseling during their stay at the University. This office acts as a liaison between students and University offices and services, as well as between students and the Bureau of U.S. Citizenship and Immigration and Homeland Security.

Intramural Sports, Recreation and Wellness

Opportunities for all students to participate in club sports, intramurals, wellness classes and the fitness center exist through services provided by this office. The intramural program promotes non-varsity athletic competition and allows students to participate in recreational activities in many different areas and offers both co-ed and single-sex options. Intramural activity is an ideal way for students to be involved with the UMPI campus community. The Caroline D. Gentile Health & Physical Education Center offers an array of cardio-vascular devices and free weights for all students, faculty and staff to enjoy. The Center sponsors a variety of wellness classes to enrich the well-being of our student population.

Motor Vehicle Regulations

All students, faculty, and staff wishing to park vehicles on campus are required to register their vehicles with the Office of Security and Safety. Parking areas are clearly designated and registrants must abide by campus traffic regulations, copies of which may be obtained at the Security and Safety Office located in the Emerson Hall Annex.

Orientation

Orientation programs are held just prior to the start of the fall and spring terms. The purpose of the orientation program is to ease the transition of new students to the University community. During the orientation program students will take placement tests, receive academic and co-curricular advising, register for classes, and become better acquainted with the University. The orientation program is designed for new and transfer students and their families.

Residence Life

The Office of Residence Life is dedicated to creating an atmosphere where students can complement their classroom experience with further personal development through out-of-class education. Students are encouraged to meet new people, participate in educational and social programming, share experiences, and get involved in the community. Residents are exposed to civic responsibilities and to expectations of community life. The cooperative effort of each resident student ensures that life in the residence halls is a pleasant learning experience, contributing to both personal and professional growth. Living on campus provides each resident the opportunity to strengthen interpersonal skills and enhance their awareness of differences. The Office of Residence Life provides a safe, clean, and affordable living and learning environment that enhances the total education process. There are four residence halls at the University. As living learning laboratories for development of interpersonal skills, leadership, and wellness habits the halls are an integral component of the educational experience of students. Living in the halls provides ready access to campus services and programs. All residence halls are equipped for hardwired and wireless internet accessibility.

Security

A primary concern of the University is the safety and security of its people and

their possessions. A full-time professional police officer is available throughout the academic year during regular University business hours. A student patrol works during the evening hours throughout the academic year.

Student Conduct

Students at UMPI are expected to adhere to the University of Maine System Conduct Code, which is “designed to promote the peaceful pursuit of intellectual and subsidiary activities at the University of Maine at Presque Isle. . . and to ensure the safety of persons engaging in those pursuits while they are at the University. . . It is designed to protect the free and peaceful expression of ideas and also to assure the integrity of various academic processes.” The complete code, as approved by the Board of Trustees, is made available to every student, through the university web site.

Student Exchange

International Student Exchange

The College Consortium for International Students (CCIS) offers UMPI students the opportunity to pursue their academic interests in an overseas location while still earning credits toward an UMPI degree. Financial aid can frequently be used to help cover the costs of the program, since the credits earned are applied to the student’s UMPI degree. Programs cover an array of disciplines, ranging beyond the humanities and social sciences and are taught in a variety of languages, including English. Program length is either a summer, a semester or an academic year.

National Student Exchange (NSE)

The National Student Exchange offers undergraduate students an opportunity to study for up to one year at one of more than 200 colleges and universities in the United States and Canada. To qualify for the program students must be studying full time when they apply with a GPA of 2.50 or higher. The application includes

recommendations and a personal statement of intent, as well as academic advising and an interview with the program coordinator. All courses taken are approved for credit at UMPI by the student’s academic advisor prior to placement. Financial Aid can be used for qualifying students. Applications for exchange for the following fall or spring should be received in the Exchange Office by mid-February in order to qualify for your first-choice placement. For more information, visit the Student Exchange Office in South Hall.

Partnership of

Maine/France/Québec

The Partnership of Maine/France/Québec Exchange Program gives qualified students the opportunity to study up to one year at one of eight universities in France or ten universities in Québec. Candidates must have at least a 2.5 GPA and be fluent in French or have successfully passed two years of college level French. For more information: www.umpi.edu/current-students/student-exchange.

Student Handbook

Every student has access to the Student Handbook through the University’s homepage via computers located in the campus computer laboratories. The handbook consolidates all the information needed by a student including – but not limited to – University policies, the Student Conduct Code, and local information.

Student Support Services Program

The Student Support Services Program provides professional and peer tutoring in math, language arts, science and study skills in general, and peer tutoring in additional subjects; individualized and limited group personal, academic, career and/or financial counseling; and liaison services and academic accommodations for students with disabilities. The services are available to all UMPI degree-seeking students who meet U.S. Department of Education guidelines.

Student Services

continued

Testing Services

Registration information, for standardized tests (e.g., the College Level Examination Program (CLEP), Miller Analogies Test (MAT), PRAXIS Series, Graduate

Record Exam (GRE), Graduate Management Admissions Test (GMAT), Law School Admissions Test (LSAT), Test of English as a Foreign Language (TOFEL), Medical College Admissions Test (MCAT)

and others) are available on the ground floor of South Hall. PRAXIS, CLEP, MAT and LSAT are administered on campus. ★

Student Organizations & Activities

Alpha Phi Sigma (Criminal Justice National Honorary)

Alpha Phi Sigma is a philanthropic honorary which recognizes outstanding criminal justice students.

Art Club (Studio 923)

The Art Club (Studio 923) promotes, educates, and pursues the arts within the UMPI and local community.

Athletic Training Club

The Athletic Training Students Club introduces students to the competitive field of Athletic Training and promotes education and professionalism.

Bio-Medical Club

The Bio-Medical Club provides an opportunity for students to explore the biomedical field by hosting speakers and participating in community service activities.

Business Professional Club

The Business Professionals Club provides students with the opportunity to learn more about local and national businesses by meeting and speaking with local business members, participating in community outreach projects, and expanding upon their

learning experiences while attending UMPI.

Campus Activities Board (CAB)

CAB is a student run organization that brainstorms, plans, and implements social, educational, and cultural activities for the campus community. Programs include dances, comedians, hypnotists, casino nights, off campus trips, and more.

Campus Crusade for Christ

Campus Crusade for Christ is an interdenominational Christian student organization seeking to provide an environment that gives students spiritual support and motivation for Christian living.

The College Democrats of America

The College Democrats of America support the philosophy and candidates of the Democratic Party, educate students about the Democratic Party, and assist in the election of local, state, and national Democratic candidates.

Collegiate Future Farmers of America (FFA)

FFA strives to make a positive difference in the lives of

students by developing their potential for premier leadership, personal growth, and career success.

Community Band

The Community Band consists of students, faculty, staff, and community members who enjoy playing music. They perform several concerts throughout the academic year and practice regularly.

Criminal Justice Club

The Criminal Justice Club provides networking opportunities within the criminal justice field and enhances learning through speakers, workshops, and field trips.

Dance Team

The Dance Team performs at sporting events, halftime shows, and competes at local and regional competitions.

Disc Sports Club

The Disc Sports Club educates, organizes, and promotes activities focused around disc golf and dodge ball.

Fellowship of Christian Athletes

FCA is an interdenominational Christian organization that focuses on student athletes and coaches and encourages their personal and spiritual development.

Games Club

The Games Club provides a friendly, non-competitive atmosphere for students interested in playing all types of games including board games, video games, etc.

Gay-Straight Alliance (GSA)

GSA serves the UMPI community by encouraging inclusive and safe spaces, increasing awareness, and supporting students.

Geo-Ecology Club

The Geo-Ecology Club provides opportunities for students to enhance their knowledge and experiences in geology, ecology, and environmental sciences through workshops and field experiences.

Ice Hockey Club

The Ice Hockey Club provides opportunities for participation in the game of hockey and plays in the Presque Isle Gentlemen's League.

International Students Club

The International Students Club serves as a support group for international students and promotes learning and understanding through cultural exchange.

Intramurals

The Intramurals program provides healthy recreational outlets for students. Fall leagues include softball, flag football, golf, tennis, and basketball. The spring offerings include bowling, basketball, floor hockey, indoor soccer, archery, and weight lifting. Other opportunities include swimming, ice skating, downhill skiing, and a run/walk program.

Kappa Delta Phi Fraternity

Kappa Delta Phi brings together males of good character to promote a spirit of good citizenship and brotherhood.

Kappa Delta Phi NAS Sorority

Kappa Delta Phi NAS brings together ladies of good character to promote a spirit of good citizenship and sisterhood.

Math Club

The Math Club provides students with opportunities to enhance their knowledge, meet informally, and participate in lectures, discussions, and conferences.

Native Voices

Native Voices serves to support Native American students and promotes Native American awareness within UMPI

and the local community. Native Voices is open to all students interested in the Native American culture.

Newman Club

The Newman Club supports Catholic students on campus, assists them in sustaining their Catholic identity, and encourages personal and spiritual growth of all through discussions and activities.

Organization of Psychology Students (OOPS)

OoPS provides an opportunity for students to explore their interest in the field of psychology and stay informed on current issues.

Outdoor Adventure International Program (OAPI)

OAPI is committed to providing safe, challenging, and enjoyable outdoor activities designed to enhance the quality of life and broaden the learning experiences of the campus and surrounding community.

Phi Eta Sigma National Honor Society

Phi Eta Sigma encourages high scholastic attainment among first year students and provides academic services and programming for UMPI and the local community.

Physical Education Majors Club

The Physical Education Majors Club strives to develop professionalism in members and provides opportunities for students to enhance their knowledge by attending conferences and hosting speakers.

Recreational Sports

Recreational Sports provides students the opportunity to compete against non-varsity teams outside the university. Sports will be determined by student interest. Current sports include men's and women's indoor soccer. Recreation Sports also provides free ice skating at The Forum and free lift tickets at Big Rock Ski Area.

Residence Advisory Council (RAC)

RAC provides residential students with the opportunity to have a stronger voice in their living experience and serves as an outlet for opinions and programming opportunities.

Student Education Association of Maine (SEAM)

SEAM provides future educators with opportunities to explore the field of education, network, and develop personal and professional competencies.

Student Organization of Social Workers (SOSW)

SOSW promotes greater understanding of the Social Work profession by hosting speakers and various events.

Student Senate

The Student Senate is the official governing body of the students at UMPI. It advocates for students' rights and manages the student activity fund for student groups.

Swim Club

The Swim Club provides an aquatics club for both UMPI students and community members and promotes fitness and aquatic activities.

Track and Field Club

The Track and Field Club competes in local, state, and national meets.

University Times

The student newspaper serves to inform the campus community through bi-monthly publications.

WUPI Radio 92.1 FM

WUPI is a student run, volunteer radio station with an open format that broadcasts the latest music and talk radio to students and the local community. ★

Academic Information

Registration

Student Responsibility

This catalogue and the Student Handbook are the student's guides to the programs and regulations of UMPI. Students are expected to become familiar with University policies and procedures, and to assume responsibility for abiding by them. Failure to do so does not constitute waiver. Enrollment implies that students understand and accept the obligation to comply with University regulations and procedures and that they will endeavor to meet the academic standards of UMPI. For specific information, consult the Student Handbook, available in the Student Affairs Office, and other appropriate materials.

Individual faculty members determine the attendance policy for each course. However students are expected to arrive punctually and to attend all classes. Attendance in on-line courses is determined by faculty members. On-line attendance is defined as participation on-line. Students are expected to review the course attendance policy during the semester add/drop period. The attendance policy for both live and on-line courses is part of each course syllabus. If possible, any necessary absences should be discussed with the professor beforehand. Any work missed must be satisfactorily completed. Behavior that detracts from the classroom learning environment/on-line learning environment – including excessive absences or extensive periods of not logging into the class or posting to discussion boards– can result in removal from a class or administrative withdrawal from the course.

Confidentiality of Student Records

The UMPI Office of Student Records maintains the official academic record for each student in perpetuity. The office also maintains each student's accurate mailing address and contacts students regarding official academic actions taken by UMPI. Students should use the MaineStreet portal to report any changes of home or mailing address. The University accepts no liability for failure to communicate official academic information or for the inability to contact students in an emergency if up-

to-date address information has not been reported to the University or recorded by the student in MaineStreet.

UMPI gives each graduate one complementary official transcript with the diploma. Additional official copies may be obtained from the UMPI Office of Student Records. Current students may obtain an "unofficial" transcript at any time by visiting the Office of Student Records in person, or by selecting Unofficial Transcript from the drop-down box labeled "other Academic" in the MaineStreet Student Center. No partial transcripts are issued.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The law applies to all Universities that receive funds under an applicable program of the U.S. Department of Education. When a student attends the University, the rights under FERPA belong to the student, regardless of the student's age. However, there are circumstances under which education records may be disclosed to parents of college students. Nothing in FERPA prevents the University from disclosing personally identifiable information from education records to a parent without the prior written consent of the student if the disclosure meets the conditions of any of the exceptions to the consent requirement, such as a health and safety emergency or if the student is a dependent student for tax purposes.

Students have the right to inspect and review all of the student's education records maintained by the University. The University must comply with a request for access to records within a reasonable period of time, but not more than 45 days after it has received the request. If the education records of a student contain information on more than one student, the student may inspect and review or be informed of only the specific information about that him/herself. Universities are not required to provide copies of materials

in education records unless, for reasons such as great distance, it is impossible for students to inspect the records. Universities may charge a fee for copies.

Students have the right to request that the University correct records believed to be inaccurate or misleading. If the University decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the University still decides not to amend the record, the eligible student has the right to place a statement with the record commenting on the contested information in the record.

Generally, the University must have written permission from the student before releasing any information from a student's education record. However, the law allows Universities to disclose information from education records, without the student's consent, to the following parties:

- ✓ University officials, including contractors, consultants and volunteers, with a legitimate educational interest (which means they need the information to do their work);
- ✓ other Universities to which a student seeks or intends to enroll or where a student is already enrolled;
- ✓ specified officials for audit or evaluation purposes;
- ✓ appropriate parties in connection with financial aid to a student;
- ✓ organizations conducting certain studies for the University;
- ✓ accrediting organizations;
- ✓ parents of a dependent student;
- ✓ individuals who have obtained court orders or subpoenas;
- ✓ persons who need to know in cases of health and safety emergencies;
- ✓ state and local authorities, within a juvenile justice system, pursuant to specific state law;
- ✓ the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense;
- ✓ to anyone of the final results of a disciplinary proceeding at the University if the University determines that the student

Registration

continued

is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the University's rules or policies;

- ✓ a parent of a student at the University regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance;

- ✓ anyone of information regarding registered sex offenders; or,

- ✓ the court in a legal action between the student and the University.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by UMPI 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, 400 Maryland Avenue, SW, Washington, DC, 20202-8520.

Directory Information

UMPI has designated certain information contained in the education records of its students as directory information for the purposes of FERPA. Such directory information may be publicly shared by the University without the student's consent unless the student has taken formal action to restrict its release. Directory information includes: name, date of birth, address, phone number, class level, program of study, dates of attendance, enrollment status (full or part-time), degrees and awards received, most recent previous educational institution attended, participation in sports and activities, and appropriate personal athletic statistical data. Students can request that their directory information not be released at any time while they are an enrolled student at UMPI. Students can sign into the MaineStreet portal and select Student Center, then select Privacy Setting from the drop-down menu. Select either "Do not release any directory information" or "Release all directory information except address," then click Save in order to restrict release of Directory Infor-

mation. Students may also request non-disclosure of directory information by contacting the Office of Student Records.

If a student chooses to have directory information suppressed, UMPI cannot assume responsibility to contact a student for subsequent permission to release this information. Regardless of the effect on a student, UMPI assumes no liability as a result of honoring a student's instructions that such information be withheld. Requests for non-disclosure will be honored by UMPI until removed, in writing, by the student or by the student updating their privacy settings via the MaineStreet Student Center.

Maine State Immunization Law for Post Secondary Education

Maine State law requires that all students who are enrolled full-time or part-time in a degree program or who are taking at least 12 credits through the Continuing Education Department show proof of immunity to the following infectious diseases: measles (rubeola), rubella (German measles), mumps, tetanus and diphtheria. The University is not allowed to permit any such student to be enrolled or to attend classes without a certificate of immunization or other evidence of immunity. The presentation of acceptable proof of immunization or immunity must be made prior to a student's attendance at class or participation in other activities conducted by the University.

Certificate of Immunization

Students must present certification of immunization or proof of immunity which indicate the following:

1. Diphtheria and tetanus vaccine given within the past 10 years. If a tetanus shot only has been given within the past 5 years, the student may be temporarily exempt from the diphtheria requirement.

2. Two doses of measles vaccine given after the first birthday with live vaccine. Vaccines given after 1968 use live vaccine. If the vaccine was given before 1968, the type of vaccine must be indicated. "LIVE VACCINE" is acceptable. "UNSPECIFIED VACCINE" is unacceptable and the student will need to be

re-immunized or show proof of immunity through laboratory bloodwork called a titre.

3. Two doses of rubella vaccine given after the first birthday,

4. Two doses of mumps vaccine given after the first birthday.

Proof of Immunity

A photocopy of the following is acceptable as proof of immunity: school immunization/health record signed by school nurse or physician; immunization record from your physician, nurse practitioner, or physicians assistant or other professional health care provider; U.S. Military immunization record; or, laboratory evidence of immunity (titres) to rubeola, rubella, and mumps if immunization records are not available.

All records must be signed by the physician or nurse who administered the vaccine. Please do not submit original records as immunization records will be kept on file and not returned. Send copies of records to the Admissions Office, 181 Main Street, Presque Isle ME 04769. 207.768.9532.

Re-immunization/Exemptions

If you do not have the required immunizations or do not have official records, have your health care provider immunize or re-immunize you prior to coming to campus. Students with medical exemptions from vaccination must present a written reason for exemption signed by their health care provider. Exempted students shall be excluded from campus during adisease outbreak, should one occur.

Right to Revise

UMPI reserves the right to revise, amend, or change items set forth in this publication. Accordingly, readers of this publication should inquire about revisions, amendments, or changes which have been made since the date of printing. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses, and to make decisions affecting the academic standing of anyone participating in a course or program offered by UMPI. Notice of the cancellation will be issued before the course's second class meeting.

Academic Advising

Following initial registration, matriculated students are generally assigned to faculty for academic advising. Students must meet with their faculty advisors at least once each semester to register for the upcoming term; however, students are strongly encouraged to maintain close contact with their advisors throughout the semester. Faculty advisors are available to assist students with all matters relating to their academic goals, but it is also important for students to recognize their role in the advising relationship. Advisors cannot help students who do not seek out their advice. While it is important for students to realize that they are ultimately responsible for the successful pursuit of their degree requirements, the relationship they establish with their academic advisor can be invaluable in that effort.

The Advising Center

The Advising Center, located in South Hall, assists students and faculty with advising and academic policy questions, ensures that matriculated students are assigned to a degree program advisor, and facilitates changes of major as well as Leaves of Absence and Withdrawals from the university. The Center also coordinates placement testing, advising, and registration for new students.

Declaring a Major

Many students choose to begin their academic career as undecided or undeclared majors. Students may be advised by a faculty advisor in an area of interest while remaining officially undeclared, or they can be advised by the Director of Advising. In either case, undeclared students will be encouraged to explore their educational and career interests with the objective of choosing a major as soon as possible. Matriculated students are expected to declare a major prior to earning 60 degree hours. Students approaching 60 credit hours who are still undecided about their major should make an appointment with the Director of Advising.

Change of Major or Advisor

Students seek information about changing their major or advisor for a variety of reasons. The Advising Center can help students who simply wish to explore their options and will update the student's official record when the decision to change has been made.

Registration for Matriculated Students

Each fall and spring an advisement and registration period is held for continuing students to select their courses for the following semester. During this period, students register for courses in the order of class level (seniors first, juniors second, sophomores third, freshmen fourth). Students are responsible for monitoring and for planning their schedule of courses according to the degree program requirements in place at the time of matriculation into their degree program.

Registration For Non-Matriculated Students

Individuals may take college courses for personal enrichment as non-degree students by registering and paying for the courses without going through a formal admission process.

Non-degree students may enroll in up to 9 credit hours of coursework.

Course Numbering

Courses numbered between 100 and 299 are lower level courses. Courses numbered 300 and above are upper level courses.

Course Prerequisites

Please refer to each course in this catalogue for specific prerequisites.

Course Registration Changes

✓ *Course Add-Drop Period* - During the first five class days students may add course(s); during the first seven class days students may drop course(s) without notation on the record. Students who find that their names are not on the instructor's official class roster should check immediately with the Office of Student Records to make necessary corrections in the registration records. Once

registered, students may make changes to their registrations electronically.

✓ *Course Withdrawal Period* - After the Course Add-Drop Period, students may withdraw from courses and receive a notation of "W" on their record. The last date for a withdrawal without academic penalty will be determined by the Vice President for Academic Affairs and published in the academic calendar. All students leaving a course without officially withdrawing will receive a grade of F or L in the course. This F or L grade will be computed in the student's grade point average. After the deadline passes for official withdrawal from a course, a letter grade of F will be assigned. A student may be pardoned only on the grounds of serious illness or proven extenuating circumstances as determined by the instructor.

Course Waiver Policy

On rare occasions students at UMPI may be granted waivers for required courses based on extensive experience in a given area. The student must submit supporting documentation detailing his/her previous applicable experience to the Chair of the College offering the course to be waived. The Provost/Vice President of Academic Affairs has final approval authority.

Auditing Courses

Students auditing a course pay regular tuition and receive no credit for the course, but will have the notation AU recorded on their transcripts. Audit courses must be declared at registration.

Pass/Fail Option

Students may elect to take one course per semester on a pass/fail basis. Courses in the General Education Curriculum and courses required in the student's major field are excluded from this option.

Students who are receiving Veterans Benefits should note that when taking the pass/fail option, a pass grade is required in order to receive Veterans Benefits. Should you receive a fail, you will be responsible to the Veterans Administration for an overpayment.

Registration

continued

The pass/fail option must be requested during the first two weeks of the semester. At the end of the semester, students whose work in the course represents a C– or above will have an entry of P with the number of credit hours made on their official record. For work below a C–, an F entry will be made. Credit hours earned with a P grade will be counted toward degree credit. Courses taken under pass/fail option will not be used in computing the GPA.

Directed Study

A Directed Study is the offering of a catalogue course on an individual basis by an appropriate faculty member to a qualifying student. Directed Studies are available only on a limited basis, due to the burden they place upon the instructional staff.

A student may apply for a Directed Study when the following conditions are met: the student is a degree candidate at UMPI; the course is required for the student to complete degree requirements; the course will not be offered as a part of the regular curriculum in time to prevent a postponement of completion of degree requirements or there is a time conflict between two courses specifically required for the degree, neither of which may be postponed without a resultant delay in the completion of degree requirements; or, the student is a practicing teacher or career changer seeking a required course for certification purposes.

Courses at the 100 and 200 levels that satisfy core requirements and requirements in the major are not appropriate for Directed Study, since it is expected that students will complete them as freshmen or sophomores.

A Directed Study will also be considered on a case-by-case basis when the applicant is a practicing teacher or a graduate pursuing an alternative route to teacher certification who is in need of a required course. Career changers seeking initial teacher certification, practicing teachers who cannot find a required course offered after regular school hours, or teachers attempting to

complete requirements for an additional endorsement may be eligible to apply.

Independent Study

Students at junior and senior level with a cumulative grade point average of 2.50 or more may be eligible to earn a maximum of 9 credits in approved Independent Study (generally, no more than 3 credits per semester).

The student must consult with his/her faculty advisor, the instructor involved, and the Chair of the College. Following such consultation, the student submits a detailed proposal for a course of study; this proposal must be approved by the faculty advisor, instructor, the Chair of the student, and the Chair of the course. Credits earned through meaningful independent study will count toward graduation but should not duplicate a regular course offering or course(s) previously taken by that student. An Independent Study carries course number 397 or 497, depending on the level of the course.

An Independent Study will also be considered on a case-by-case basis when the applicant is a practicing teacher or a graduate pursuing an alternative route to teacher certification who is in need of a required course. Career changers seeking initial teacher certification, practicing teachers who cannot find a required course offered after regular school hours, or teachers attempting to complete requirements for an additional endorsement may be eligible to apply.

The complete proposal must be submitted no later than six weeks before the term in which the independent study is to be done. The student will be informed of its approval or disapproval within 30 days of its submission.

Special Topics Courses

Special Topics Courses are not included among regular academic courses. The topics will be determined by the special needs and interests of the students within the context of the qualifications and availability of faculty resources.

Student Class Level

Class level is determined by the number of credits completed at the University, including those accepted in transfer from other institutions.

Freshman:	0-23 earned credits
Sophomore:	24-53 earned credits
Junior:	54-83 earned credits
Senior:	84 + earned credits

The Grading System

The letter grades used by UMPI to evaluate scholastic achievement are interpreted as follows:

A High Honors	L Stopped attending,
B Honors	computed as an F
C Average	P Passed, (grades A–C)
D Below Average	W Withdrawal
F Failure	MG Missing Grade
I Incomplete	AU Audit

Incomplete Grade

When a student is unable to complete a course because of illness or other extenuating circumstances, the instructor may give an I (incomplete) as a temporary grade. An I is not to be given to a student already doing failing work. The student who receives an I grade must complete the work no later than the beginning of final examinations of the following semester, earlier if possible. The instructor may request a one-semester extension in unusual circumstances. If the previous conditions are not met, an F grade is automatically assigned.

Grade Changes

Students with questions regarding the accuracy of a grade should contact the appropriate instructor for resolution. If a change of grade is justified, the instructor will forward a Change of Grade form to the Office of Student Records. Grade changes will not be processed for students who are two semesters beyond separation from the course in which the grade was assigned or from the University, or for a student whose degree has been awarded.

Grade Warning Systems

The University has devised two grade-warning systems to help contribute to a successful educational experience for students, particularly those who are having initial difficulties adjusting to the demands of their university experience.

The early warning system is under-taken during the fourth week of class for all 100-level and 200-level courses. This system complements the mid-term warning system which is undertaken during the eighth week for all courses.

Through these systems, students are alerted in a timely fashion so as to make adjustments before their academic records are affected.

Grade Point Average

Letter grades are assigned the following numerical values:

A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = 0.67
C+ = 2.33	F = 0.00

To find the quality points earned in a course, multiply the numerical value of the course grade by the number of credit hours earned in each course. That is, a grade of B in a 3-semester hour course would be worth 3 x 3 or 9 quality points. To find the quality point average, total all the quality points earned and divide the sum by the total number of graded credit hours. Grades received for transfer credits do not earn quality points. Incompletes are not calculated in the GPA until a grade is assigned for the course.

Grade Reports

A student's academic performance is confidential information and written permission from the student is required to release information to individuals outside the administrative or academic community of UMPI.

Considerable care is taken to ensure that all course registration and grade information entered on a student's permanent record is accurate. Records are assumed to be correct if a student does not report errors to the Office of Student Records prior to the beginning of final examinations of the following semester, earlier if possible.

Transcripts

The valid documentation of academic work and student status is an official transcript of the academic record, stamped with the signature of the Director of Student Records and embossed with the seal of the University. A signed transcript request is required before a transcript is released to the student or a designee, and there can be no outstanding obligations against the student's account with the University. Such obligations may include unreturned books or fines due in the Library, overdue tuition or fees, unpaid parking fines, and delinquency in repayment of a National Direct Student Loan. UMPI no longer charges a transcript fee. No partial transcripts are issued.

Transcripts from other institutions, when presented for admission or evaluation, become a part of the student's permanent academic file and are not returned or copied for distribution. Students desiring transcripts reflecting work attempted elsewhere should request them from the appropriate institution. ★

Academic Policies

Residency Requirements

All four-year degree candidates must complete at least 30 credit hours of study through UMPI in order to receive a baccalaureate degree. At least 12 of these credits must be in the major and at least 9 of these 12 must be at the upper level (300-level or above).

All two-year degree programs require 15 credits completed at UMPI.

Dual Degree

A student may earn multiple degrees provided they are different. In order to receive additional degrees, the following conditions must be met: (1) The first degree must have been awarded; (2) The student must apply through Admissions for subsequent degrees; (3) A minimum number of credits must be earned beyond the total hours earned for the previous degree: 15 for each additional Associate, 30 for each additional Baccalaureate.

Post-Baccalaureate Study for Second Degree

Students who have already earned a baccalaureate degree from a regionally accredited institution, other than UMPI, will receive a

waiver of UMPI's General Education Curriculum requirements. This waiver will be noted on the student's academic record during the transfer credit evaluation process.

Repeating a Course

No student will be allowed to repeat a course for the purpose of replacing a grade in which the student has received a C grade or higher. A student may repeat a course for the purpose of replacing a grade only once. A student may appeal further repetitions through the regular academic appeals process. If a course is repeated, *the second grade stands* and is calculated in the grade point average. Failure in a required course necessitates repeating the course at the campus where it was taken in order to replace the failure with a letter grade. The grades for all attempts of a course taken for credit appear on the student's transcript. Exception to this policy is made for topics courses and similar courses where the subject material of the course changes from offering to offering.

Academic Policies

continued

Leave of Absence or Withdrawal from the University

The University requires that all degree-seeking students enroll in course work every fall and spring semester during their academic career. Summer sessions are optional.

If a student's academic plans must be discontinued, the student must choose one of two options: a Leave of Absence or Student Withdrawal from the University. The Advising Center can help students decide the more appropriate course of action for their situation. Failure to formally request a leave or withdrawal will result in the automatic removal from the official roll, and the student must re-apply through the Admissions Office for reinstatement of degree status.

A Leave of Absence releases the student from degree study for one academic semester (not including summer sessions), after which the student may resume study according to regular registration procedures, or the student may request an extension of the leave of absence for one additional semester, or may withdraw from the University.

A Student Withdrawal from the University (as opposed to a course withdrawal) is appropriate if the student wishes to discontinue study at UMPI for the foreseeable future. This officially closes the student's file and serves as notice that the student initiated separation from the University. Failure to withdraw officially can seriously complicate any effort later to resume study at this or another university.

Students may request leaves or withdrawals during a semester if circumstances are such that the student is no longer able to continue with coursework. When a request is submitted prior to the last date for withdrawal without academic penalty (as determined by the Provost/Vice President for Academic Affairs and published in the academic calendar) a grade of W is recorded for all courses in which the student is currently enrolled.

If the request is submitted after the deadline for withdrawal only extenuating circumstances, as determined by the Academic Appeals Board, justify the granting of W grades. Requests for leaves of absence and student withdrawals are processed through the Advising Center and the Office of Student Records.

Course Work at Other Institutions

Matriculated students may satisfy degree requirements through study at another institution following approval from their advisor; however, grades earned in approved courses taken at another institution are not included in the cumulative grade point average.

Application for Graduation

Candidates for degrees must file an Application for Graduation with the Office of Student Records prior to the end of November preceding the May ceremony. Graduation credentials will only be recorded on the transcript, and the degree awarded, when all degree requirements have been completed. The degree will be dated the same as the transcript.

Graduation Participation Policy

Students lacking no more than six semester hours of credit toward completion of all degree requirements OR who have a single internship or practicum worth no more than fifteen credit hours, which will be graded on a pass/fail basis may participate in the graduation ceremony in May. Either shortfall should be completed by the following December. Prior to the end of November preceding the May ceremony, students wishing to participate in graduation as allowed by this policy must file an Application for Graduation with the Office of Student Records.

A student may not participate in two separate graduation exercises for the same degree.

University of Maine System Transfer Policies & Practices

1. Transferring students must provide official transcripts reflecting all previous post-secondary coursework.
2. An evaluation of transfer credit will be prepared by the Transfer Officer for each accepted transfer student, and will be available in the student's MaineStreet Student Center. The transfer student should meet with an academic advisor at the receiving university to review how the transfer credit will be applied toward the student's degree program. Transfer evaluations will be prepared based on the following principles:
 - a) *Within the University of Maine System...* Undergraduate courses completed with a C- or higher, including P grades, will transfer from one UMS university to another. Grades will be recorded on the student's transcript but not computed into the cumulative GPA.
 - b) *Outside the University of Maine System...* Credit earned with a C- or higher in courses from regionally accredited colleges/universities outside the UMS will be considered for transfer. Pass-fail courses taken outside the UMS must have "pass" defined as a C- or higher in order to transfer.
 - c) Generally, course grades do not transfer from one college/university to another. Semester and cumulative GPA's reflect only those courses taken at the home university. Students in cooperative degree programs should inquire about any exceptions that may apply.
 - d) Coursework defined as developmental by the University to which the student is transferring will not be awarded degree credit. Developmental courses are considered preparatory to college-level work, and will not count towards a degree.
 - e) Courses from colleges and universities outside the United States will be accepted for transfer consistent with established university policies and practices.
3. Credit may be awarded for high school Advanced Placement (AP) exams, College Level Examination Program (CLEP) exams, or college-level knowledge gained through life experience (e.g., prior learning, such as military or other training) when validated through the approved campus processes.
4. Students with coursework from non-regionally accredited schools may inquire into the possibility of validating some or all of

their learning through testing and/or approved university credit for prior learning processes. Students interested in this option should contact the university Transfer Officer for more information.

5. If a student has concerns about the transfer evaluation, the student should contact the Transfer Officer at the receiving university. After such conferral, the student may appeal through the academic appeals process at the receiving university.

6. Transfer students should consult the University's catalog and/or meet with an appropriate advisor to determine requirements regarding the number and distribution of credits that must be completed at the university to earn the desired degree.

7. Students must meet the established requirements of the academic program or college into which they are transferring. Transfer credits do not necessarily count towards these requirements.

8. Students may also confer with the Transfer Officer and/or academic advisor regarding possible flexibility in the application of their credits to their program, through approved campus processes.

9. Current UMS students who plan to take courses at another university, inside or outside of the UMS, are strongly encouraged to seek prior approval of their plans from the university where they are matriculated.

Guide to Test Scores & Placement

TEST	SCORE RANGES	COURSE PLACEMENT
Accuplacer® WritePlacer		
Writing Test - <i>waived for students submitting SAT critical reading scores of 500 or higher</i>		
	1-4	ENG 100 Required – ENG 101 is NOT allowed, however; students completing Eng 100 with a C- or higher will earn GEC credit in place of Eng 101.
	5-8	ENG 101 – unless reading score is below 67; then ENG 100 is required <i>Honors Eng 101 is recommended for students with SAT critical reading score of 560 or higher</i>
Accuplacer®		
Reading Test - <i>waived for students submitting SAT critical reading scores of 500 or higher</i>		
	20-66	ENG 100 Required – ENG 101 is NOT allowed irrespective of WritePlacer score
	67-120	College Level Reading <i>Honors History is recommended for students with reading scores of 78 or higher</i>
UMPI Science Test – waived for students submitting SAT critical reading and math scores of 500 or higher		
	0-39	SCI 100 Required – Corequisite MAT 17 (if required)
	40-75	College Level Science
Accuplacer® Math Tests – waived for students submitting SAT math scores of 500 or higher⁺⁺; however, students considering majors in math or science should request to sit in for the College Level Math Test.		
Algebra 20-59		
		MAT 17 Required
	60-120	MAT 101 ⁺
College Level Math . . . 15-35		
		MAT 101 ⁺
	36-75	MAT 201 ⁺⁺
	76-120	MAT 201 or MAT 131

+ Students testing at this level must successfully complete Mat 117 prior to enrolling in Bus 140, Mat 121, or Mat 201.

++ Students testing at this level must successfully complete Mat 121 prior to enrolling in Mat 131.

When required by placement testing, Eng 100 and Sci 100 are prerequisites to certain college level courses (see course descriptions). Eng 100, when completed with a C- or higher will earn GEC credit in place of Eng 101. Sci 100 can be used for elective credit but cannot be used to fulfill GEC or major requirements.

Mat 17, when required by placement testing, is a prerequisite or co-requisite to certain college level courses (see course descriptions). It is given transcript credit and counts in the student's grade point average but does not count toward graduation.

Academic Policies

continued

Developmental Coursework

Our program of developmental coursework is designed for new students who need additional preparation for college study. We offer developmental coursework in reading and writing (ENG 100), mathematics

(MAT 17) and science (Sci 100). Developmental courses should be included in the student's first semester of study and should be completed by the end of the freshman year. When enrollment in developmental courses is required by placement test results, those courses must be completed with a C- or better prior to enrolling

in corresponding college-level coursework. Eng 100, when completed with a C- or higher, will earn General Education Curriculum (GEC) credit in place of Eng 101. Sci 100 can be used as elective credit but cannot be used to fulfill GEC or major requirements. Mat 17 is considered college preparatory level coursework. It is given transcript credit and counts in the student's grade point average but does not count toward graduation. Developmental courses require attendance and may not be waived. Students who test into a developmental course must complete this course in order to be eligible for graduation. ★

Scholastic Standards

Student Academic Integrity Policy

The academic community of UMPI recognizes that adherence to high principles of academic integrity is vital to the academic function of the University. Academic integrity is based upon honesty. All students of the University are expected to be honest in their academic endeavors. Any breach of academic honesty should be regarded as a serious offense by all members of the academic community. The entire academic community shares the responsibility for establishing and maintaining standards of academic integrity. Each student has an obligation to know and understand those standards and expectations. All students, faculty, and staff are expected to help to maintain academic integrity at the University by refusing to participate in, or tolerate, any dishonesty.

A student who is found to be in violation of academic integrity will be subject to appropriate sanctions. Sanctions will be determined in accordance with the Procedures for Student Violations of Academic Integrity. A copy of the complete policy and procedures may be obtained from the Dean of Students office or assessed online on the Student Life section of the UMPI website.

Good Standing

In order to remain in good standing, students (full and part-time) are required to maintain the cumulative Grade Point Average (GPA) in the following table. GPA hours may be read from an official transcript or approximated by dividing total quality points by GPA hours.

Four Year Programs

GPA hours	Minimum CGPA
0 - 15	.1.500
15.5 - 30	.1.600
30.5 - 45	.1.700
45.5 - 60	.1.800
60.5 - 75	.1.900
Over 75	.2.000

Two Year Programs

GPA hours	Minimum CGPA
0 - 15	.1.500
15.5 - 30	.1.600
30.5 - 45	.1.800
Over 45	.2.000

Course Load

The normal load for a student is 15-17 semester hours. The minimum load for full-time students is 12 semester hours. A schedule of 18-20 semester hours may be carried by special permission of the Chair of the College in which the student is a major. A course schedule exceeding 20 semester hours requires also the approval of the Provost/Vice President for Academic Affairs. Course Overload forms are available in the Office of Students Records and the Advising Center. Students having academic difficulties may be required to carry less than a normal load.

Dean's List

Students who have completed in a semester a minimum load of 12 graded semester hours of degree credit, exclusive of PBS courses, and who have earned a grade point average of 3.300 or better are eligible in that semester for the Dean's List.

The Dean's List is distinguished by three categories: Honors List - recognizes achievement of a semester average between 3.300 and 3.599; High Honors List - recognizes achievement of a semester average between 3.600 and 3.799; and Highest Honors List - recognizes achievement of a semester average 3.800 or above.

Graduation with Distinction

Students receive graduation honors of distinction in one of three categories by attaining the requisite Grade Point Averages (GPAs) in all course work taken at UMPI.

Cum Laude	. . . . . 3.500 - 3.699
Magna cum Laude	. . . . . 3.700 - 3.899
Summa cum Laude	. . . . . 3.900 and above

For the purpose of wearing honor cords at the graduation ceremony, coursework taken during the semester prior to graduation will not be used in the calculation of honors. Because semester grades are not calculated until after the graduation ceremony, students may lose their honors status after the graduation ceremony if they have not maintained the necessary cumulative GPA.

Academic Probation

A student will be placed on academic probation if his or her cumulative Grade Point Average (GPA) at the end of a semester is lower than the minimum required to remain in good standing according to the Scholastic Standards guidelines. A student placed on academic probation must meet with his or her academic advisor to make needed revisions to his or her course schedule. A student will also be placed on probation upon achieving a semester grade point average of less than 1.000. Students placed on probation for a semester GPA of less than 1.000 will be required to meet with the Dean of Students (or designee) in order to verify their enrollment in the upcoming semester. Failure to meet with the Dean by the end of the add period will result in suspension.

A student on probation may only take twelve credit hours of course work a semester, unless a four-credit course or a required one-credit laboratory course raises the total to thirteen credits. Students who enroll in more than the allowed number of credit hours will have to withdraw from the extra course or courses. This may have financial consequences for the student in terms of lost tuition and fees and costs for books and supplies. Students should also inquire if the restriction of probation will have any financial aid consequences for their particular case.

Being placed on academic probation in and of itself is not subject to appeal.

A student will be removed from probation upon raising his or her cumulative grade point average to good standing according to the Scholastic Standards guidelines.

Academic Suspension

A student will be placed on Academic Suspension if after one semester on academic probation he or she fails to achieve good standing according to the Scholastic Standards guidelines.

Once suspended, a student must raise his or her cumulative Grade Point Average (GPA) to the minimum required for good standing in order to be eligible to apply for readmission to the University. Raising the GPA average may be achieved by enrolling as a non-degree student at UMPI. No student who has been suspended may take more than nine credit hours of course work per semester as a non-degree student (unless a four-credit course or a required one-credit laboratory course raises the total to ten credits). Students taking courses as non-degree students are not eligible for financial aid and normally may not live in a residence hall.

A student may appeal a suspension based on extenuating circumstances by following the Academic Appeals procedure below.

Academic Dismissal

A student who is on suspension will be dismissed from the University if a semester GPA falls below a 1.0. A student who has been dismissed may not take classes, even as a non-degree student, at UMPI or at any other University of Maine System campus for a period of two years.

At the completion of two years separation from the University, the student may appeal to be readmitted by submitting a written request to the Chair of the Academic Appeals Board. Formal readmission to the University is the responsibility of the Office of Admissions. A student may appeal a suspension based on extenuating circumstances by following the Academic Appeals procedure below.

Academic Forgiveness Policy

This policy allows one complete semester of attendance at UMPI to be removed from a student's cumulative Grade Point Average (GPA). Academic forgiveness would result in the removal of all course work completed during the semester specified by the applicant. The grades and credits for the forgiven semester will remain on the transcript and be given a special designation by the Office of Students Records. The credits will not accumulate toward graduation and the grades will not affect the cumulative GPA.

This policy is intended for students who have experienced a semester with low grades, been separated from the University of Maine at Presque Isle for at least 24 months, and been readmitted to UMPI. Students may not apply for Academic Forgiveness until they've successfully completed at least 24 credit hours after readmission.

Academic Forgiveness will not be granted for a semester average higher than 1.2 or for students with cumulative GPAs higher than 1.8 during the period of study to which Forgiveness is to be applied. Academic Forgiveness can only be awarded once and can only apply to grades earned at the University of Maine at Presque Isle. The details of this policy are available in the Advising Center, South Hall and the Office of Student Records, 235 Preble Hall.

Academic Appeals

The following processes and procedures for academic appeals are handled by the Academic Appeals Board which consists of three faculty members elected by the Faculty Assembly for three year terms. The Dean of Students, or designee, and the Director of Advising will be additional non-voting members of the Appeals Board. The Chair of the Academic Appeals Board will be selected by the faculty members on the Board.

Scholastic Standards

continued

Appeal of Suspension or Dismissal

Procedure:

A student may appeal an academic suspension or dismissal by following these steps:

1. The student must submit a written appeal to the Chair of the Academic Appeals Board by the date specified in the letter of suspension or dismissal. The appeal letter should include:
 - a. relevant documentation of extenuating circumstances
 - b. a reflection of the circumstances that resulted in the suspension or dismissal,
 - c. a plan of action to avoid similar situations in the future.
2. Upon receiving the student's written appeal, the Academic Appeals Board will schedule meetings to review the letter(s) of appeal and other relevant documents, and may talk directly with the student. The Academic Appeals Board will inform the student of its decision in writing within two weeks of reviewing the student's appeal.
3. If the student disagrees with the decision of the Academic Appeals Board he or she may request that the Provost/Vice President for Academic Affairs review the decision. The Provost/Vice President may request all relevant documentation and may meet with the parties concerned. The Provost/Vice President's decision shall be final and not subject to further review.

Academic Appeal – Appeal of Academic Policy Decision

Purpose:

To establish an appeals procedure for a student with a grievance concerning the rules of the University relating to academic policy including but not limited to leaves of absence and withdrawals after the deadline and academic forgiveness. To be considered, an appeal of academic policy must be initiated within two weeks of the date of the official notification of the decision.

Procedure:

A student may appeal an academic policy decision by following these steps:

1. In order to guarantee fair and equitable consideration, a student must first prepare an appeal in writing and meet and discuss it with the University employee whose actions gave rise to the grievance in a good faith attempt to resolve any misunderstanding. If, after such a meeting, the student is not satisfied with the result, he or she may appeal to the Academic Appeals Board.
2. The request to the Academic Appeals Board must be received in writing no later than two weeks after the date of the decision in Step 1. The Academic Appeals Board will request all relevant documentation and may meet with the parties concerned. The Academic Appeals Board will provide a decision in writing within two weeks of the date of the appeals hearing.
3. If not satisfied with the decision of the Academic Appeals Board, either party may request that the Provost/Vice President

for Academic Affairs review the decision. This request must be received in writing no later than two weeks after the date of the Appeals Board's written decision in Step 2. The Provost/Vice President may request all relevant documentation and may meet with the parties concerned. The Provost/Vice President's decision shall be final and not subject to further review.

Academic Appeal – Appeal of Grade

Purpose:

To establish an academic appeals procedure for a student with a grievance concerning a final grade or instances of perceived unfair treatment which a student believes may have negatively impacted his or her final grade. It is the intent of these provisions to guarantee fair procedure rather than to interfere with the prerogative of the faculty to evaluate the quality of a student's course work.

Procedure:

- A student may appeal a final grade by following these steps:
1. The student must discuss the concern directly with the instructor involved within 30 days of the last published date of the semester.
 2. Within two weeks of the meeting with the instructor the student must prepare a written appeal to the Chair of the instructor involved. The student is encouraged to consult with his or her faculty advisor for assistance. The Chair serves as mediator and attempts to resolve the concern through mutual agreement. The Chair will provide a written decision within two weeks of receiving the student's appeal.
 3. If either party disagrees with the decision of the Chair, he or she may request that the Academic Appeals Board review the decision. This request must be received in writing no later than two weeks after the date of the written decision in Step 2. The Academic Appeals Board will request all relevant documentation and may meet with the parties concerned. The Academic Appeals Board will provide their decision in writing within two weeks of receiving the appeal.
 4. If either party disagrees with the decision of the Board, he or she may request that the Provost/Vice President for Academic Affairs review the decision. This request must be received in writing no later than two weeks after the date of the Academic Appeals Board's written decision in Step 3. The Provost/Vice President may request all relevant documentation and may meet with the parties concerned. The Provost/Vice President's written decision is final and not subject to further review. ★

Special Academic Activities & Services

Houlton Higher Education Center

The Houlton Higher Education Center is at 18 Military Street in Houlton. This facility houses a unique partnership among UMPI, UMS University College Network, Northern Maine Community College (NMCC), M.S.A.D. 29 & 70 Adult Education, and the Carlton Project, to deliver seamless education/training opportunities for southern Aroostook County. The Center is accessible to the handicapped and contains ten classrooms, three computer labs, video-tape viewing area, and offices for faculty and staff.

The Center provides undergraduate and some state-wide delivered graduate and technical courses for students pursuing an academic major, professional certification (Education and Mental Health & Rehabilitation Technician/Community Certification), career development or personal enrichment. The courses offered are applicable toward an academic degree with UMPI

Designed to meet the various needs and interests of students in Houlton and surrounding communities, courses are delivered in three different modalities which include on-site (live), interactive television (local with UMPI and state-wide delivery) and computer based (asynchronous) instruction. Courses are offered in the daytime and evenings during the fall, spring and summer terms.

Current and prospective students can receive assistance from the Houlton Center Director or the Student Services Coordinator in the areas of academic advising and planning, admission requirements and financial aid. Other services include on-site registration, sale of textbooks, and computers equipped with applications such as wordprocessing, e-mail, library support, internet capabilities.

The Center is open fall and spring semesters, Monday through Friday 8:00AM-9:45PM, and various hours throughout the summer. Call 1.800.584.0874 or 207.521.3100 for further information.

Interactive Television

UMPI has a fully-equipped videoconferencing system connecting the campus with its Houlton Center, allowing students at both locations to participate in a common course, whether originating on-campus or at the Center. This system includes full audio and video interactivity and many special capabilities and effects to support instruction.

A similar compressed video system connects the University of Maine at Fort Kent and the UMPI campuses. Offering interactive video and voice, this medium is employed for exchange of instruction between the two campuses as well as for meetings between individuals and groups, enhancing the natural advan-

tage of geographical proximity and mutual interest in educational service to Aroostook County.

Summer Session

The Summer Session is a valuable opportunity for continuing one's education. UMPI designs flexible summer programs containing traditional and non-traditional educational experiences. Programs are intended to meet the needs and interests of undergraduate and special students. Those who wish to accelerate their academic programs or make up work, teachers who wish to take refresher or recertification courses, special students who wish to enhance their knowledge or to combine study and vacation in the beautiful areas surrounding Presque Isle, or beginning students who wish to become acquainted with UMPI before the regular academic year begins will find Summer Session particularly worthwhile. Residential facilities are available during much of the Summer Session. Special summer activities include Upward Bound programs as well as various athletic camps catering to specific areas of sport. Information is available from the Academic Affairs Office, 207.768.9520.

Conferences and Special Programs

The Office of Conferences and Special Programs provides a centralized system for securing UMPI facilities and services for groups and individuals desiring to hold conferences, seminars, meetings, and banquets on campus. Both on and off-campus groups may reserve University facilities. ★

Teacher Education Program Requirements

Teacher Education Degrees and Programs

The College of Education offers programs leading to a B.S. degree in Elementary Education (K-8), Secondary Education (7-12), and Physical Education (K-12). A Bachelor of Arts in Art Education program (K-12) is housed in the College of Arts and Sciences. The programs are approved by the Maine Department of Education.

Each program in the College is undergirded by beliefs and values we hold about teaching and teacher preparation. The beliefs and values are articulated in the Conceptual Framework of the College. The Framework has a knowledge base informed by research and best practices.

Each program consists of a General Education Curriculum, a subject area major, a sequence of professional education courses, including foundation and methods courses, and field and clinical experiences. The General Education Curriculum (40 semester hours) provides students with a broad foundation in the liberal arts and sciences. Courses that constitute the subject area major for each program provide learning opportunities for teacher candidates to develop concepts, values, skills, and methods of enquiry. Through the professional education courses, candidates gain knowledge, skills, and professional dispositions they need to help K-12 students in achieving Maine Learning Results. The combined effect of the General Education Curriculum, subject area major, professional education courses and field experiences is the preparation of candidates that meet Maine's Initial Teacher Standards.

There is a Post-baccalaureate route to each of the programs. The route is designed for individuals who hold a baccalaureate degree from an accredited university but seek initial teacher certification. Post-baccalaureate teacher candidates range from individuals who have no experience in teaching to those who have experience as teacher aides, tutors, or paraprofessionals.

Professional Standing in Teacher Education

All education majors are expected to work closely with their faculty advisors to follow the prescribed sequence of courses for their particular major. Students with advisors who are liberal arts & sciences faculty should confer each semester with a member of the teacher education faculty to keep abreast of changes in policies and requirements.

Eligibility for Student Teaching

To be considered eligible for student teaching, the teacher education candidate must submit a completed application package to the Director of Student Teaching and Field Experience one full semester in advance of the anticipated practicum experience and meet the following criteria

- ✓ a cumulative grade point average of 2.50 or greater;
- ✓ a 2.50 grade point average in the major and a 2.50 in the professional sequence;

- ✓ maintain the above GPA during the semester prior to student teaching;
 - ✓ completed 90 credit hours, including methods courses;
 - ✓ achieved qualifying scores on the Praxis I exam (see Praxis policy);
 - ✓ attempted the appropriate Praxis II exam;
 - ✓ completed a minimum of 50 hours of field experience;
 - ✓ completed requirements for Censeo Level II*;
 - ✓ completed State of Maine fingerprinting and other appropriate background checks;
 - ✓ completed registration for Edu 495 or Phe 495.
- *College of Education assessment tool

The Praxis I Assessment

The Maine Department of Education requires that applicants for teacher certification must achieve the established qualifying scores on the Praxis I, the Praxis II, and (in some cases) the PLT exams before initial certification is granted.

Students will NOT be allowed to student teach until documentation of passing scores for Praxis I is received by the Office of Student Teaching and Field Experience.

*This policy will be waived for post baccalaureate students enrolling in the certification program. However, it must be emphasized that post baccalaureate certification students will be required to document qualifying scores for the Praxis I, the Praxis II and (in some cases) the PLT before they will receive a Maine Department of Education teaching certificate. A Maine Department of Education Certificate is required by all University of Maine at Presque Isle College of Education teacher certification students prior to making application for a teaching certificate in most of the Canadian provinces.

Post baccalaureate students should consult with their advisor concerning required tests, qualifying scores, testing options, and availability of Praxis support services as soon as possible following acceptance into the program. ★

Athletic Training Education Program Requirements

The University of Maine at Presque Isle Athletic Training Education Program is a competitive admissions program housed in the College of Professional Programs. Currently, students are enrolled to the University designated as Athletic Training Majors, but are not admitted to the program until the spring of their sophomore year.

The Athletic Training Education program includes a General Education Curriculum, subject area emphasis, and a professional sequence of methodology and clinical experiences. The General Education Curriculum provides students with a broad foundation in the liberal arts and sciences. The subject emphasis area involves an in-depth study of the athletic training discipline and coordination of clinical experiences with various populations and settings.

Students are permitted to participate in one intercollegiate athletic sport per year during their program admission; however, they must manage and fulfill the clinical demands of the program. Students who wish to participate in intercollegiate athletics while in the Program should contact the Program Director.

Students are responsible for providing their own transportation to off-site clinical experiences.

Program Admission

In the fall of the student's sophomore year a pre-professional candidacy period is served, consisting of directed observations in various allied health settings (50 hours). At completion of the candidacy period, the student receives a formal interview from members of the athletic training staff, teaching faculty, and administration for determination of admission. The following criteria are utilized for the admission and selection process:

- ✓ candidates must have an overall GPA of 2.5 or greater;
- ✓ the following courses must be completed with a grade 'C' or higher during the pre-professional phase: ATH 101, ATH 225, ATH 244, BIO 261, BIO 261L, HPR 101, PHE 340;
- ✓ completion of Candidacy Application Packet;
- ✓ evaluation of clinical observation performance;
- ✓ evaluation of references and;
- ✓ compliance with all required policies and procedures.

All items will be evaluated by the selection committee and applicants placed in rank order based on the above criteria. The top ranking applicants will be offered admission to the program based on available positions. Even though applicants may meet all selection criteria, they may still be denied admission based on rank order. Students are permitted to apply twice to the program. Technical standards for admission can be found in the program's Policy and Procedure Manual.

Transfer Students

Transfer students are expected to fulfill all prerequisite course work and admission/selection criteria as other non-transfer students. Previous athletic training course work will not be accepted.

Professional Standing in the Athletic Training Education Program

In order for students to pass through the Athletic Training Education Program, students must complete five clinical proficiency levels over a minimum period of two and half years. The clinical education component involves the acquisition and practice of entry-level athletic training clinical integration proficiencies (CIPs) through clinical education course work. The clinical experience encompasses an opportunity for the student to apply these CIP's experientially to the active population under the direct supervision of a preceptor in an approved clinical environment (i.e., the athletic training room, practice/game coverage, high school, physical therapy clinics, etc.).

Students are eligible to enter the clinical education program after successful completion of their pre-professional phase (initial three semesters) and admission into the Athletic Training Education Program. The student will be required to do the following in order to progress to the next clinical level:

- ✓ complete appropriate clinical proficiency skills satisfactorily for the designated clinical level;
- ✓ satisfactorily pass the final practical exam for the assigned clinical level;
- ✓ possess a satisfactory mid-term and final overall clinical assessment performance and;
- ✓ maintain a cumulative GPA of 2.5 or greater and obtain a "C" in athletic training emphasis courses.

Accreditation Status

The program is nationally accredited through the Commission on Accreditation of Athletic Training Education (CAATE), which granted a renewal in accreditation in 2010. With this accreditation our students, upon successful completion of the program as stated above, will be able to sit for their National Board Examination through the BOC. ★

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Academic Departments

Academic Departments

College of Arts & Sciences Faculty

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College of Arts & Sciences Major Programs

ART, BACHELOR OF ARTS - page 50

LEARNING OUTCOMES - ART: • *Students will demonstrate technical skills in a given medium, through both quality of execution and presentation.* • *Students will analyze and interpret artworks through formal, historical and theoretical frameworks.* • *Students will create works that are intellectually challenging for themselves and their audience.* • *Students will articulate their creative process through oral and written communication.*

The Bachelor of Arts degree program in Art is designed to provide the individual the opportunity and the environment for the best possible education in the visual arts. Emphasis is placed on the development of the individual and his/her understanding of how the various arts shape the environment and how she or he can create a concrete statement to this effect now and throughout life.

All prospective art majors and minors should begin their programs in the freshman year. Electives should include art history courses as well as studio art. In addition to major requirements, all Bachelor's candidates must complete the General Education Curriculum. Bachelor of Arts majoring in Art must also select a minor.

Admission to the B.A. program - By the end of junior year, the B.A. Studio Art candidate should choose a major emphasis. An emphasis requires that you take 3 courses (9 credits) from one of the following sequences: Art History/Film, Ceramics/Sculpture, Painting/Drawing, Photography, or Printmaking/Digital Media.

This sequence must be completed before Art 499 Fine Art Senior Exhibition. Art 499 is designed to clarify and establish a personal direction in the student's major emphasis. The student will formulate an in-depth study of an advanced problem in their major emphasis. Written and oral defense of the student's artwork will terminate in a group or one-person exhibition for

the BA student with a studio emphasis. An oral defense and presentation of thesis is required of the BA student with an Art History/Film emphasis. Fall and Spring enrollment in the same calendar year is required.

ART, BACHELOR OF FINE ARTS - page 49

The Bachelor of Fine Arts (BFA) program at the University of Maine at Presque Isle is a four-year degree program intended to provide the student with an extensive, studio-oriented education.

The student's development in both conceptual and technical competence is of interest to the faculty in Art, who believe that creative vision and technical expertise are equally necessary for the practicing artist. Courses in art history and film complement the studio courses, enriching the student's experience of art in its varied forms. The encouragement of excellence in critical inquiry and experimentation is an important feature of the program.

Highlights of the BFA program are the Senior Show, the rich variety of art experiences, the availability of the New York Study Tour and the European Art Study Tour, and the opportunity to work with practicing artists.

Admission to the BFA program - recommended:

Art 101, Art 102, Art 103, Art 211, Art 212

To gain admission to the BFA program, the prospective candidate should submit to the faculty in Art, before February of the sophomore year, a portfolio of previous work and a written statement of intent. Review of portfolios will be undertaken during the final two weeks of February in each year.

Students will choose a major emphasis at this time. An emphasis requires that the student take three courses (9 credits) from one of the following sequences: Ceramics/Sculpture, Painting/Drawing, Photography, or Printmaking/Digital Media.

This sequence must be completed before Art 499 Fine Art Senior Exhibition. Art 499 is designed to clarify and establish a personal direction in the student's major emphasis. The student will formulate an in-depth study of an advanced program in his/her major emphasis. Written and oral defense of the student's artwork will terminate in a one-person exhibition. Fall and spring enrollment in the same calendar year is required.

The candidate for the BFA is required to maintain a 2.80 average in all art courses and a 2.50 average in all other academic courses.

ART EDUCATION, BACHELOR OF ART IN ART EDUCATION - page 48

The Bachelor of Art in Art Education (B.A.A.E.) program at the University of Maine at Presque Isle is a four-year (121 credits) degree program intended to prepare teachers to teach the visual arts in the Public School System principally in the United States and also in Canada. This preparation has two facets:

(1) learning about the pedagogical implications of art education,

and (2) developing creative abilities in the learner, while addressing intellectual, emotional, and moral issues associated with daily living.

This program includes instruction in the studio art subjects, art education subjects, and general education courses in addition to the general core curriculum. The program aims to create students/teachers who are critical thinkers, problem solvers, open-minded, and willing to change the purpose and function of things. Art teachers should be prepared to create for others the space and atmosphere where such learning practices will take place.

The candidate for the Bachelor of Art in Art Education is required to maintain a 3.25 average in all fine arts, art education, and general education courses and an overall GPA of 2.75.

BIOLOGY, BACHELOR OF ARTS - page 53

Pre-Medical Concentration

Professional Biology Concentration

Self-Designed Concentration

LEARNING OUTCOMES - BIOLOGY: • *Students shall be able to identify, locate, review, analyze and evaluate scientific information.* • *Students shall be able to present the results of various forms of research in written reports.* • *Students shall be able to demonstrate the proper laboratory safety protocols.*

The Biology Program focuses on giving students a basic knowledge and understanding of biology to prepare them to follow a concentration that best suits their career goals, whether in industry, government, or graduate school. The concentrations offered are Pre-Medical (to prepare for any health-related career) and Professional Biology (to prepare for research or graduate school). A Self-Designed concentration is also available for students with specific interests or requirements. In addition to laboratories, the College utilizes other campus resources such as the herbarium, the Northern Maine Museum of Science, a botanical station, and natural areas both on and off campus.

ENGLISH, BACHELOR OF ARTS

English Concentration - page 61

Film Studies Concentration - page 62

Professional Communication & Journalism Concentration - page 63

Writing Concentration - page 64

LEARNING OUTCOMES - ENGLISH: • *Students will be able to: make connections among the various concentrations in the English program; write effectively and creatively in multiple venues; demonstrate familiarity with the manner in which written and visual texts are produced; select from and evaluate a wide range of resources appropriate to their textual, oral, or visual projects; evaluate and synthesize new information and ideas into a variety of projects.*

The English program includes introductory writing and reading courses; surveys of English, American, and world literature; and courses in historical periods, form and genre, language and theory, writing and special topics.

The student who majors in English can prepare for a career in teaching, for graduate study in the arts and humanities, or for the professions. Others desiring the rewards that come to adults who read and write well are advised to take several English courses at the 200-level and above.

The English major requires a minimum of 36 credits.

English courses are offered, in rotation, either every year, every other year, or every three years. Careful planning between student and advisor is essential to the completion of a four-year program.

ENVIRONMENTAL STUDIES & SUSTAINABILITY, BACHELOR OF SCIENCE -

page 65 & 66

LEARNING OUTCOMES - ENVIRONMENTAL STUDIES: • *Students will be able to identify, locate, review, analyze, and evaluate scientific information.* • *Students will be able to present the results of various forms of research in technical written reports and oral presentations.* • *Students will be able to demonstrate the proper use of standard materials, procedures, equipment, and safety protocols in both the laboratory and the field.* • *Students will be able to utilize scientific information and methodology to solve scientific problems.*

The Environmental Studies program focuses on giving students a basic knowledge and understanding of environmental sciences so that they are prepared to follow a concentration that best suits their career goals, whether in industry, government, or graduate school. In addition to laboratories, the Department utilizes other campus resources such as the herbarium, the Northern Maine Museum of Science, a botanical station, and natural areas both on and off campus. Students also have an opportunity, if they desire, to study at the two other cooperating campuses, the University of Maine at Machias or the University of Maine at Fort Kent.

HISTORY, BACHELOR OF ARTS - page 67

LEARNING OUTCOMES - HISTORY: • *Students will construct a knowledge base of significant individuals, groups, events, themes and processes of designated historical periods and/or areas.* • *Students will develop a sense of historical time.* • *Students will identify recurring historical patterns and themes; explain the causes of particular historical developments; and interpret primary documents within their historical context.*

The College of Arts & Sciences provides an individualized program encompassing communication and language, historical and political awareness, and multicultural appreciation for students who will be the citizens of the global village of the 21st century.

History is the study of past cultures and their relationship to the present conditions of human civilization. The study of history allows human beings to put their own ideas and actions into a far greater context of human experience, and to compare themselves to peoples of other times and places. History gives perspective and balance, among the most useful and practical traits human beings can have. The discipline of history also teaches students to think rigorously, interpret, and communicate. History is recognized as excellent training for many professions, including law and public service, policy-making in business and government, teaching and academics, and medicine.

MATHEMATICS, BACHELOR OF SCIENCE - page 71

LEARNING OUTCOMES - MATHEMATICS: • *Students will be able to understand the principles underlying the various branches of mathematics and recognize their interrelationships.* • *Students will be able to present clear and rigorous proofs.* • *Students will be able to independently read and understand mathematical articles or texts up to a beginning graduate level.*

In addition to the major requirements listed on page 71, all Bachelor's candidates must complete the General Education Curriculum requirements listed on pages 44 & 45. Majors in mathematics must also select a minor.

MEDICAL LABORATORY TECHNOLOGY, ASSOCIATE OF SCIENCE - page 72

LEARNING OUTCOMES - MEDICAL LABORATORY TECHNOLOGY: • *Students will be able to collect, process and analyze biological specimens.* • *Relate laboratory findings to common disease process.* • *Recognize factors that affect procedures and results and take appropriate action within predetermined limits when corrections are indicated.* • *Apply principles of safety.*

The Medical Laboratory Technology program is a cooperative undertaking involving the University of Maine at Presque Isle, and the University of Maine at Augusta. The MLT courses are offered through compressed video to all compressed video sites throughout the state. It combines academic course work with supervised activities in the laboratories at the cooperating hospitals. Upon completion, graduates are eligible to take nationally recognized certification examinations administered by the American Society of Clinical Pathologists (ASCP) Board of Certification. The MLT program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, (NAACLS), 5600 North River Road, Suite 720, Rosemont, IL 60018, 773.714.8880. Clinical affiliates include but are not limited to: The Aroostook Medical Center, Cary Medical Center, Houlton Regional Hospital, Northern Maine Medical Center, and Penobscot Valley Hospital.

Mission Statement: Providing Quality MLT Education to Communities Across the State of Maine

**PROFESSIONAL COMMUNICATION,
ASSOCIATE OF ARTS - page 76**

Through a rich blend of experiences such as solid classroom training, hands-on application and working with community partners, this multidisciplinary two-year degree gives you what you need to come into a business and hit the ground running. With customized training from business, you can move easily into countless company areas. You can seamlessly roll the degree over into four-year degrees – such as communication, business – that give added competencies, experiences, mastery, and confidence.

**PSYCHOLOGY, BACHELOR OF ARTS -
page 77**

LEARNING OUTCOMES - PSYCHOLOGY: *Psychology at UMPI endorses and follows the standards for undergraduate education developed by our profession. The following list is consistent with current standards of the American Psychological Association (APA).* • 1. Students will demonstrate knowledge of central concepts, theoretical perspectives, principles, and historical trends. Major content areas for these include mental health, emotion, personality, lifespan development, social, cognitive, and the biological bases of behavior. • 2. Students will understand basic research designs, strategies for organizing data, and basic statistical analyses. They will interpret and present research results in APA format. • 3. Students will demonstrate a scientific approach to psychological issues, and apply skepticism and critical thinking to existing literature and new ideas. • 4. Students will demonstrate insight in applying psychological principles to personal, social, and organizational settings • 5. Students will understand and follow a code of professional ethics and promote social values.

Degree study in Psychology leads to the Bachelor of Arts degree. All psychology majors complete six foundation courses, eight additional courses selected from two specified sets, and either Practicum or Advanced Research. There are 45 credits in psychology required for the major.

Individuals seeking certain mental health positions in the State of Maine may need to complete the Mental Health Rehabilitation Technician II Certification. See page 91.

MINORS

- Art
- Biology
- Chemistry
- English
- Environmental Studies
- Film Studies
- French
- Geology
- History
- Humanities
- International Studies

- Mathematics
- Philosophy
- Physical Science
- Political Science
- Professional Communication
- Psychology
- Social Studies
- Wabanaki Studies
- Writing

CERTIFICATION

- Geographic Information Systems Certificate

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**College of Education
Major Programs**

LEARNING OUTCOMES - EDUCATION: *The College of Education endorses the Ten Maine Teaching Standards, values the concepts of the Conceptual Framework particularly the ideals of the reflective practitioners having appropriate teaching dispositions.*

Upon completion of the programs students will be able to: • Demonstrate knowledge of the central concepts, tools of inquiry structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. • Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. • Demonstrate a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development. • Plan instruction based upon knowledge of subject matter, students, and curriculum goals. • Understand and use a variety of instructional strategies and appropriate technologies. • Create and maintain a classroom environment which supports and encourages learning. • Demonstrate the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community. • Understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner. • Demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher. • Demonstrate a strong professional ethic and a desire to contribute to the education profession.

ELEMENTARY EDUCATION, BACHELOR OF SCIENCE

Art Subject Area Major - page 59

Early Childhood Education Subject Area Major - page 60

English Subject Area Major - page 60

French Subject Area Major - page 60

Mathematics Subject Area Major - page 60

Science Subject Area Major - page 60

Social Studies Subject Area Major - page 60

Special Education Subject Area Major - page 60

The Elementary Education Major leads to the Bachelor of Science Degree. Graduates of the program are eligible for teacher certification by the Maine Department of Education. This certification is recognized by other states and Canadian provinces with whom Maine shares reciprocity. Elementary Education majors are also required to complete a subject area major.

Students are requested to read the Teacher Education program description and other requirements on page 32.

PHYSICAL EDUCATION, BACHELOR OF SCIENCE - page 73

The Teaching Degree in Physical Education is designed specifically for the student who wishes to become a certified physical education teacher. Graduates of the program are eligible for teacher certification by the Maine Department of Education. This certification is recognized by other states and Canadian provinces with whom Maine shares reciprocity. In the selection of elective courses, students are encouraged to consult with their assigned faculty advisor.

A student must successfully complete the General Education Curriculum, professional education sequence, and physical education major requirements for a total of 128 credit hours.

Students are requested to read the Teacher Education program description and requirements on page 31 & 32.

SECONDARY EDUCATION, BACHELOR OF SCIENCE

Biology - page 80

English - page 81

French - page 82

Mathematics - page 83

Social Studies - page 84

The Secondary Education Major leads to the Bachelor of Science degree. Graduates of the program are eligible for teacher certification by the Maine Department of Education. This certification is recognized by other states and Canadian provinces with whom Maine shares reciprocity. To be certified to teach academic subjects in the Secondary School (grades 7-12), a student must have successfully completed the General Education Curriculum, the professional education sequence, and the subject area requirements for a total of 128 credit hours. Students are requested to read the Teacher Education program description and other requirements on page 32.

SPECIAL EDUCATION PARAPROFESSIONAL, ASSOCIATE OF ARTS - page 86

The Special Education Paraprofessional Associate of Arts program is designed to prepare traditional students, practicing school personnel, and career changers to work as special education paraprofessionals (also known as teacher aides or educational technicians) in K-12 classrooms. Care was taken to ensure that the program satisfies federal mandates for highly qualified personnel under the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act of 2004. Some of the key topics and themes addressed in the program include human growth and development, characteristics of learners with special education needs, effective and validated teaching practices, the teaching and learning environment, behavior management, communication, diversity of families, health, safety and emergency procedures, and professionalism and ethical standards. Credits earned from the majority of program courses could transfer into baccalaureate elementary or special education programs within the University of Maine System or other universities. Completion of the program would lead to a Maine Teacher Education Technician II Certificate.

MINORS

Physical Education

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College of Professional Programs Major Programs

ATHLETIC TRAINING, BACHELOR OF

SCIENCE - page 51

LEARNING OUTCOMES - ATHLETIC TRAINING: *Students will have a solid foundation in behaviors of professional practice in athletic training. • Students will have an understanding of*

evidence-based practice concepts and that their application is essential to sound clinical decision-making and the critical examination of athletic training practice. • Students will develop and implement strategies and programs in the area of prevention and health promotion. • Students will have strong clinical examination skills. • Students will demonstrate clinical-reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis. • Students will be knowledgeable and skilled in the evaluation and immediate management of acute injuries and illnesses. • Students will demonstrate knowledge in assessing the patient's status using clinician-and patient-oriented outcome measures. • Students will demonstrate therapeutic interventions designed to maximize the patient's participation and health-related quality of life. • Students will be able to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors and the ability to intervene and refer these individuals as necessary. • Students will have an understanding of athletic trainings function within the context of a complex healthcare system. • Students will demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. • Students will demonstrate high quality patient care, competence in the constantly changing world of healthcare and embrace the need to practice within the limits of state and national regulation using moral and ethical judgment.

The Athletic Training Education program includes a General Education Curriculum, strong background courses including anatomy, physiology, biomechanics and exercise physiology, and a professional sequence of methodology and clinical experiences. The General Education Curriculum provides students with a broad foundation in the liberal arts and sciences. The subject emphasis area involves in depth study of athletic training discipline and coordination of clinical experiences with various populations and settings. Students are requested to read the Athletic Training Education program description and requirements on page 33.

BUSINESS ADMINISTRATION, BACHELOR OF ARTS

Accounting Concentration - page 54

Management Concentration - page 55

Management Information Systems Concentration - page 56

LEARNING OUTCOMES - BUSINESS ADMINISTRATION: *Students will have entry-level knowledge in business-related fields, including accounting, management, economics, finance and technology providing a basis and structure for lifelong learning. • Students will be able to analyze and synthesize information and apply their knowledge and skills to solve problems and make decisions. In their decision-making process, students will be able to rec-*

ognize and address ethical, legal and social issues. • Students will demonstrate professional level communication skills (including writing, speaking, reading and listening.) • Students will be familiar with human relations' skills – including leadership, teamwork, flexibility, planning and change management and conflict resolution – in order to work effectively within an organization.

The Business Administration Major, General Concentration is designed to give students maximum flexibility in their careers. General management students are exposed to all the business functions such as marketing, finance, human resource management, production/operation, and management information systems. Since most professionals change jobs (and employers) many times during their careers, "generalist" skills allow a manager to adapt to rapid changes in a technologically dynamic global marketplace. General Management prepares students to enter professional management training programs in banks, retail store chains, manufacturers, telemarketers, insurance companies, hospitals, governmental agencies, and many other organizations. This concentration is also the correct choice for students who plan to own a business some day; general management students have the opportunity to develop their small business management and entrepreneurial skills.

The management information systems (MIS) program teaches students to understand the value of information resources to organizations and to managers. Students are prepared to analyze the information needs of individuals and organizations, and to evaluate and manage information systems that meet specific needs. The MIS concentration includes hands-on computer classes to provide students with practical experience and general business courses to provide the graduates with a broad-based education to enable them to lead the technology initiatives of tomorrow.

CRIMINAL JUSTICE, ASSOCIATE OF ARTS

- page 57

CRIMINAL JUSTICE, BACHELOR OF ARTS

- page 58

LEARNING OUTCOMES - CRIMINAL JUSTICE: *Students will have a historical base of knowledge of both criminal justice systems as well as criminological theory. • Students will be able to consistently connect criminological theory to criminal justice policy, both real and proposed. • Students will have an understanding of the three parts of the Criminal Justice System; Police; Courts; and Corrections as well as the relationship between the three and within wider society. • Students will have a breadth and depth of understanding of the connection of crime and social control to wider social problems, specifically structural inequality around issues of race, class and gender. • Students will be well-versed in issues of ethics in criminal justice. • Students will be proficient in practical skills required for positions within criminal justice agencies (critical analy-*

sis, abstract writing, problem solving). Specifically, students will be required to demonstrate expertise in the area of interpersonal communication (both oral and written).

The Associate of Arts degree in Criminal Justice is a two-year degree program designed to introduce students to the entire criminal justice system (law enforcement, law and the courts, juvenile justice, and corrections).

The Bachelor of Arts degree in Criminal Justice provides a strong liberal arts and social science base integrating theory and practice through a melding of criminology and criminal justice disciplines. The program's major advantage is its practical orientation, with the availability of up to twelve credits of field experience. The degree prepares students for many federal, state, and local law enforcement positions, as well as criminal justice social service occupations and admission to law school.

In addition to major requirements, Bachelor's candidates must complete the General Education Curriculum.

PHYSICAL EDUCATION – NON-TEACHING CONCENTRATIONS, BACHELOR OF SCIENCE - page 74

Fitness & Wellness Emphasis

Self-Designed Emphasis

LEARNING OUTCOMES - PHYSICAL EDUCATION - NON-TEACHING: *• Students will know how human movement is generated and how to effect change in human movement. • Students will know/understand how sociological and psychological factors influence human movement. • Students will be prepared to educate people of all ages and abilities of the importance of lifelong fitness and wellness. • Students, in either teaching or supervisory roles, will be able to evaluate and give appropriate feedback on physical performance, i.e., sport skill, fitness plans, fitness rehabilitation protocols. • Students will be prepared for admission to graduate study in exercise science, pedagogy, sociology and psychology of sport.*

The Non-Teaching Degree in Physical Education is designed for students interested in entering such fields as fitness and wellness, or a self-designed area.

Students are expected either to take a minor or develop, with advisement, an emphasis within the movement studies realm. Field Work is a 9 credit experience which explores employment opportunities in emphasis areas such as sports communications, wellness and dance. Field Work experiences are not to be fulfilled in a public or private school setting.

PHYSICAL THERAPIST ASSISTANT, ASSOCIATE OF SCIENCE - page 75

The Physical Therapist Assistant program is a 2-year degree program consisting of 5 semesters of coursework including 3 student clinical experiences in various physical therapy settings. The first two semesters of general education provides students

with a broad foundation in the liberal arts and sciences. Upon successful completion of general education and other requirements (see the PTA webpage for details: <http://www.umpi.edu/academics/physical-therapist-assistant>) the student will then apply directly to the program for admittance into the final three semesters of technical coursework. The primary objective of our program is to graduate skilled clinicians who will go on to take a national certification exam and become licensed to work under the direction and supervision of a physical therapist as a state-licensed physical therapist assistant.

RECREATION/LEISURE SERVICES, BACHELOR OF SCIENCE

Community Recreation Concentration - page 78

Outdoor Recreation/Leadership Concentration - page 79

LEARNING OUTCOMES - RECREATION: • *Students will learn the major recreation and leisure services institutions and will gain the professional skills needed to work in these environments – profit, nonprofit, government agencies.* • *Students will be able to discuss leadership theory, demonstrate leadership abilities, and articulate a personal and professional vision of leadership.* • *Students will be able to develop and implement program plans for a variety of agencies and constituents.* • *Students will develop skills in backcountry trip planning, design, implementation and assessment.* • *Students will apply recreation and leisure service theories and philosophies in an internship setting.*

All students majoring in Recreation/ Leisure will be required to take a core of the same classes which will introduce them to the field of recreation and leisure. The core classes have been designed to provide students with pertinent management, leadership, and programming skills as well as an introduction to the philosophical discourse of the field. To complement the core, they will then choose a concentration in either outdoor recreation/leadership, natural resource recreation management, or community recreation. Students in outdoor recreation will focus on practical applications of outdoor recreation and leadership development, wilderness expedition skills, and trip planning. Students in natural resource recreation management will focus on courses in recreation and the sciences. This interdisciplinary concentration prepares students in recreational management, natural resources management and provides a solid science background. Students in community recreation focus on recreation, business and skills in recreation management. This interdisciplinary concentration prepares students to work in park and recreation facilities. All students will be required to do an internship which will provide the opportunity to gain the experience necessary to work in a job related to their concentration.

SOCIAL WORK, BACHELOR OF SOCIAL WORK - page 85

LEARNING OUTCOMES - SOCIAL WORK: • *Students will demonstrate the capacity to plan and work with client systems of all sizes using the generalist social work methodology and the strengths based perspective. In particular students will develop a skill set for rural social work practice and working with diverse populations.* • *Students will demonstrate respect for the positive values of diversity as a human strength and willingness to pursue creative work necessary to affect change for all client systems.* • *Students will understand and apply knowledge of the bio-psycho-social-spiritual variables and use theoretical frameworks to understand systems of all sizes: individuals, families, groups, communities, and organizations.* • *Students will utilize critical thinking through the process of conducting research and the problem-solving process within the context of generalist social work practice.* • *Students will demonstrate the ability to analyze the impact of social policies and social change and how to work as a change agent within social structures.* • *Students will demonstrate the professional use of self in a manner consistent with the values and ethics of the social work profession.*

The Social Work major is a four-year generalist course of study that builds on and is integrated with a liberal arts base that includes knowledge in the humanities, social, behavioral, and biological sciences. The Social Work Program is accredited by the Council of Social Work Education (CSWE). Application to the program takes place separately from admission to the University and requires that the applicant have completed forty-five credit hours and have a 2.50 grade point average at the time of application. In addition to the prescribed core and major requirements listed below, all Bachelor of Social Work candidates must complete the General Education Curriculum as outlined on page 44 & 45.

For information concerning the Mental Health Rehabilitation Technician II certificate, see page 91.

MINORS

- Accounting
- Business Administration
- Criminal Justice
- Human Services
- Management
- Management Information Systems
- Pre-Law Studies
- Recreation/Leisure

CERTIFICATION

- Mental Health Rehabilitation Technician/Community, Certificate

University-wide Programs Faculty

ADVISOR: Kim-Anne Perkins

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University-wide Programs Major Programs

APPLIED SCIENCE, BACHELOR OF APPLIED SCIENCE - page 52

The Bachelor of Applied Science degree is designed to help students who have earned an associate's degree in the trade and technical areas to pursue a bachelor's degree that complements and incorporates their prior college work.

There are four components to the degree.

- ✓ A student entering the program must have an Associate of Applied Science degree from an accredited community or technical college.

- ✓ The student must meet the University general education requirements worth 40 credits, some of which may be transferred in from his/her associate's work.

- ✓ The student must select a minor from offerings in the current UMPI catalogue.

- ✓ And finally, the student must take at least 30 credits of his/her BAS coursework at UMPI, 12 of which must be in a selected minor and 18 of which must be upper level courses (300-400). These 18 upper level credits taken at UMPI may be taken as part of the GEC, the minor, or as elective credit.

LIBERAL STUDIES, ASSOCIATE OF ARTS

Business Administration Concentration - page 68

Creative Writing Concentration - page 69

General Concentration - page 69

The Associate of Arts degree in Liberal Studies (AALS) is a program of 64 credit hours. Its principal feature is accessibility to many courses within program guidelines that include a strong core of foundation courses and that allow students to study selected disciplines in-depth. Courses applicable to the General Concentration are available on campus and at off-campus Centers.

Several concentrations are available in addition to the General options. Each concentration is the result of interdisciplinary planning among faculty members. The aim of each is to provide workable guidelines for students interested in Business, Education, Creative Writing, or Social Science.

AALS students wishing to study a discipline in-depth should attend very early to the matter of course prerequisites for upper-level (300 or higher) courses.

AALS students wishing to move at a later date into a four-year Bachelor's program should arrange with their advisors to take as many courses satisfying the General Education Curriculum as possible during their progress toward the AALS degree. Then, if conditions allow the pursuit of the four-year degree, the transition will be smooth.

LIBERAL STUDIES, BACHELOR OF LIBERAL STUDIES - page 70

The Bachelor of Liberal Studies Degree Program is an interdisciplinary major in which the student may pursue broad interests or develop a specialized program in areas where majors are not currently offered. The Bachelor of Liberal Studies (B.L.S.) option is designed by the student and the academic advisor to ensure comprehensiveness in the student's academic experience, while at the same time affording flexibility in fulfilling requirements. The B.L.S may serve as a terminal degree or as preparation for graduate school, professional school, or employment in business, government or industry.

There are four components to the degree:

- ✓ The student must meet the University's General Education requirements worth 40 credits.

- ✓ The student must select a minor from offerings in the current UMPI catalog.

- ✓ A minimum of 24 credits of the electives for the BLS degree must be in the 300-400 level courses.

- ✓ A minimum of 30 credits of the BLS coursework must be done at UMPI. ★

General Education Curriculum

Philosophy of the General Education Curriculum

The University of Maine at Presque Isle faculty has developed the following general education curriculum in accordance with the goals of the University: (1) to provide students with the competencies necessary for academic and professional success; (2) to expose students to multiple methods of gathering and employing knowledge in order to facilitate long-term learning not limited to a single discipline; (3) to prepare students to think critically and formulate effective responses to a broader range of texts, media, circumstances, and institutions, so that they may become active and effective participants in communities both local and global. By providing a foundation of information and skills, the General Education Curriculum (GEC) insures that the graduate not only has knowledge of a major field but also the flexibility to think critically and argue persuasively on a range of issues relevant to personal and professional life. Critical and conceptual thinking, sensitivity to the multiplicities of human experience, and acquisition of technical skills are pervasive throughout the educational experience at the University of Maine at Presque Isle.

The GEC, then, is not simply a collection of courses representing different disciplines but rather a set of courses with common, interrelated aims. The GEC synthesizes disciplines to provide a total university experience, producing a liberally educated graduate, regardless of major.

The structural framework of the GEC addresses several concepts; some represent a body of knowledge, some skills, and some an intellectual or ethical perspective.

The GEC is divided into two inter-connected sections: Foundations of Knowledge and Approaches to Learning. In the Foundations section, students explore concepts of Literacy, Multicultural Experiences, and Quantitative Decision Making. This knowledge is applied in the Approaches categories, in which

students explore Physical and Life Sciences, the Social Sciences, and Humanities and the Fine Arts.

Exemption from GEC

Students entering the University of Maine at Presque Isle as degree seekers who have a completed baccalaureate degree from a regionally accredited institution will receive transfer credit for their previous degree work and will be exempt from meeting the specific requirements of the GEC. This does not exempt them from program requirements; it does exempt them from Placement Testing. Advisors should counsel exempted students to take courses to fill any deficiencies in their general education relevant to their career or future citizenship.

First Year Seminar

FYS 100, the First Year Seminar course, is required of all students matriculating with fewer than 12 college credits, and must be completed in the student's first semester.

GEC Requirements for Specific Programs

Please refer to the academic program for specific course requirements or recommendations regarding the core GEC. Certain degree requirements may be met by informed choices within the GEC. Students should consult with their advisors to make the best choices for their needs and goals. Students changing majors may be advised to enroll for additional courses from the GEC to satisfy their new program requirements.

Details of the GEC courses are on the next page

Students should consult their academic advisor concerning possible changes in General Education Curriculum requirements.

Course Designators

ASL American Sign Language	ECO Economics	HTY History	PTA . . . Physical Therapist Assistant
ANT Anthropology	ECY Ecology	MAT Mathematics	REC Recreation/Leisure Services
ART Art	EDU Education	MLT Medical Laboratory Technology	RUS Russian
ATH . . . Athletic Training	ENG English	PCJ . . Professional Comm. & Journalism	SCI Science
BIO Biology	ENV . Environmental Studies	PHE . . Physical Education	SOC Sociology
BUS Business	FRE French	PHI Philosophy	SPA Spanish
CHI Chinese	GEO Geography	PHY Physics	SWK Social Work
CHY Chemistry	GEY Geology	POS Political Science	WAB Wabanaki
COS . . . Computer Science	HON Honors	PSY Psychology	
CRJ Criminal Justice	HPR Health, Physical Education & Recreation		

g e n e r a l e d u c a t i o n
General Education Curriculum

Fulfilling the GEC: The GEC requires a minimum of 40 credit hours. Please refer to the academic program for specific course requirements or recommendations regarding the GEC. Certain degree requirements may be met by informed choices within the GEC. Students should consult with their advisors to make the best choices for their needs and goals. Students changing majors may be advised to enroll for additional courses from the GEC to satisfy their new program requirements.

CATEGORIES

COURSES

Foundations of Knowledge and Learning (5 courses – 15-17 credits)

<p style="text-align: center;">WRITING AND CULTURAL LITERACY a 2-semester writing and rhetoric sequence</p>	<p style="text-align: center;">WRITING AND CULTURAL LITERACY ENG 100 with a grade of C- or higher OR ENG 101, ENG 121</p>
<p style="text-align: center;">MULTICULTURAL EXPERIENCE A. a world or indigenous language, or American Sign Language course B. diversity and global issues course selected courses providing sustained study of issues of diversity, multiculturalism, global citizenship, trans-global cultural exchange; courses may be contemporary, theoretical, or historical in nature.</p>	<p style="text-align: center;">MULTICULTURAL EXPERIENCE A. American Sign Language (ASL) 101, French (FRE), Russian (RUS), Spanish (SPA), or Wabanaki (WAB) 105 B. ANT 100, ANT 110, ART 411, EDU 357, ENG 259, ENG 369, ENG 376, ENG 388, ENV 110, FRE 371, GEO 101, HON 300, HTY 313, HTY 314, HTY 315, HTY 370, HTY 377, HTY 491, PHI 151, PHI 152, PHI 369, PHI 388, POS 211, POS 371, POS 377, PSY 375, SOC 303, SOC 335, SOC 375, SWK 305, WAB 110</p>
<p style="text-align: center;">QUANTITATIVE DECISION-MAKING a mathematics course involving quantitative decision-making processes</p>	<p style="text-align: center;">QUANTITATIVE DECISION-MAKING MAT 101, MAT 131, MAT 201 or higher level math course.</p>

Approaches to Learning (10 courses – 29-30 credits)

<p style="text-align: center;">PHYSICAL AND LIFE SCIENCES A. two courses of scientific inquiry; at least one must be a 4-credit laboratory course (minimum) B. one course in lifelong wellness</p>	<p style="text-align: center;">PHYSICAL AND LIFE SCIENCES A. choices include courses with the designators: BIO, CHY, ENV, GEY, PHY or SCI* B. HPR 101, BIO 300, REC 234 or REC 235</p>
<p style="text-align: center;">SOCIAL SCIENCES A. historical analysis (two courses, non-sequential) B. two non-historical analysis courses from the social sciences</p>	<p style="text-align: center;">SOCIAL SCIENCES A. OPTION ONE - Two of the following courses: HTY 115, HTY 116, HTY 161, HTY 162. OPTION TWO - A 100-level history course and a 300- or 400-level history course. B. ANT 100, ANT 110, ECO 100, GEO 100, GEO 101, POS 101, POS 211, POS 301, PSY 100, SOC 100</p>
<p style="text-align: center;">HUMANITIES AND FINE ARTS A. one course in literary writing and/or analysis, or philosophy B. one course in visual or performing arts</p>	<p style="text-align: center;">HUMANITIES AND FINE ARTS A. ART/ENG 116, ENG 151, ENG 211, PHI 151, PHI 152, B. ART 101, ART 102, ART 103, ART 107</p>
<p style="text-align: center;">FIRST YEAR SEMINAR Required of all students matriculating with fewer than 12 college credits and must be completed in the student's first semester.</p>	<p style="text-align: center;">FYS 100</p>

Sci 100: Sci 100 can be used towards elective credit, but cannot be used to fulfill GEC (General Education Curriculum) or major requirements.

Course in the Program of Basic Studies: Mat 17 is considered college preparatory level coursework and cannot be used to fulfill GEC (General Education Curriculum) or major requirements.

Academic Programs

Applied Art, A.A.

College of Arts & Sciences

GENERAL REQUIREMENTS – 22-23 CREDIT HOURS

Eng 100 Introduction to College Reading and Writing (with a grade of C- or higher)	
OR Eng 101 College Composition	4/3
Fys 100 First Year Seminar	1

Select 6 credits of Liberal Arts Electives from the following:

Art, English, French, Russian, Spanish, or Philosophy	
	3
	3

Select 6 credits of Mathematics/Science Electives from the following:

Biology, Chemistry, Computer Science, Ecology, Environmental Studies, Mathematics, Physics, and/or Science	
	3
	3

Select 6 credits of Social Science Electives from the following:

Anthropology, Criminal Justice, Economics, History, Political Science, Psychology, and/or Sociology	
	3
	3

FINE ARTS REQUIREMENTS – 21 CREDIT HOURS

Art 101 Basic Design*	3
Art 102 Three-Dimensional Design	3
Art 103 Drawing I	3
Art/Eng 116 Introduction to Film	3
Art 211 Art History I	3
Art 212 Art History II	3
Art 311 Modern Art History	3

*Course also meets GEC requirement

SELECT ONE OF THE FOLLOWING ART HISTORY COURSES:

Art 312 American Art History	3
Art 313 19th Century Art History	3
Art 314 Art of the Near and Far East	3
Art 411 Aesthetics	3
Art 413 Renaissance Art History	3

FINE ARTS ELECTIVES – 15 CREDIT HOURS

Complete at least five of the following courses for a total of 15 credit hours:

Art 104 Figure Drawing	3
Art 203 Drawing II	3
Art 221 Sculpture I	3
Art 231 Computer Art I	3
Art 235 Video Production	3
Art 242 Ceramics I	3
Art 251 Photography I	3
Art 261 Painting I	3
Art 270 Relief Print and Intaglio	3
Art 285 Watercolor	3
Art 321 Sculpture II	3
Art 342 Ceramics II	3
Art 351 Photography II	3
Art 361 Painting II	3
Art 451 Photography III	3
Art 461 Painting III	3

Total credits required for degree: 61

Minimum cumulative GPA required for graduation: 2.00.

Cumulative GPA required in courses in the General Requirements area: 2.25.

Art Education, B.A.A.E.

College of Arts & Sciences

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

FINE ARTS REQUIREMENTS – 24 CREDITS

Art 101 Basic Design*	3
Art 102 3-D Design*	3
Art 103 Drawing I*	3
Art 211 Art History I	3
Art 212 Art History II	3
Art 261 Painting I	3
Art 311 Modern Art History	3
Art 411 Aesthetics*	3

*Course also meets GEC requirement

ART EDUCATION COURSES – 30 CREDITS

Art 281 Foundation for Art Education	3
Art 381 Art Methods I	3
Art 382 Curriculum Design	3
Art 383 Art Methods II	3
Art 495 Student Teaching	15
Art 498 Senior Art Education Project	3

PROFESSIONAL EDUCATION SEQUENCE – 12 CREDITS

Edu 150 Exploring Education in Contemporary America	3
Edu 200 The Learner and the Learning Process	3
Edu 387 Teaching Students with Exceptional Needs	3
Edu 395 Internship in Teacher Education	3

SELECT FIVE OF THE FOLLOWING 3-CREDIT COURSES FOR A TOTAL OF 15 CREDITS:

Art 104 Figure Drawing	_____
Art 203 Drawing II	_____
Art 221 Sculpture I	_____
Art 231 Computer Art I	_____
Art 235 Video Production	_____
Art 242 Ceramics I	_____
Art 251 Photography I	_____
Art 270 Relief Print and Intaglio	_____
Art 285 Watercolor	_____
Art 321 Sculpture II	_____
Art 331 Computer Art II	_____
Art 342 Ceramics II	_____
Art 351 Photography II	_____
Art 361 Painting II	_____
Art 370 Lithography/Monotype	_____
Art 451 Photography III	_____
Art 461 Painting III	_____
Art 492 Special Problems in Fine Art	_____

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

Total credits required for degree:	120
Minimum cumulative GPA for graduation:	2.50
Cumulative GPA for major requirements:	2.80

Art, B.F.A.

College of Arts & Sciences

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

FINE ARTS REQUIREMENTS – 27 CREDIT HOURS

Art 101 Basic Design*	3
Art 102 Three-Dimensional Design*	3
Art 103 Drawing I*	3
Art 211 Art History I	3
Art 212 Art History II	3
Art 311 Modern Art History	3
Art 411 Aesthetics*	3
Art 499 Fine Art Senior Exhibition	6

*Course also meets GEC requirement

SELECT TWO OF THE FOLLOWING ART HISTORY COURSES FOR A TOTAL OF 6 CREDITS:

Art 312 American Art History	3
Art 313 19th Century Art History	3
Art 314 Art of the Near and Far East	3
Art 413 Renaissance Art History	3

FINE ARTS ELECTIVES – 30 CREDIT HOURS

Develop a major emphasis area by selecting 9 credits from one of the following areas:

Ceramics/Sculpture: Art 221, Art 242, Art 321, Art 492

Photography: Art 251, Art 351, Art 451, Art 492

Printmaking/Digital Media: Art 231, Art 235, Art 270, Art 331, Art 370, Art 492

Painting: Art 104, Art 203, Art 261, Art 285, Art 361, Art 461, Art 492

Emphasis area:

The remaining 21 credits of Fine Arts Electives may be selected from any of the above areas as well as from Art History/Film Electives: Art/Eng 116, Art 316, Art 400, Art 416

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.50

Cumulative GPA in art courses: 2.80

Biology, B.A.

College of Arts & Sciences

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

SCIENCE CORE – 24 CREDIT HOURS

Bio 112 General Biology I *	4
Bio 113 General Biology II *	4
Chy 111 General Chemistry I*	4
Chy 122 General Chemistry II*	4
Ecy 355 General Ecology	4
Mat 131 Calculus I*	4

*Course also meets GEC requirement

BIOLOGY CORE – 22 CREDIT HOURS

Bio 260 Principles of Human Anatomy and Physiology	5
Bio 316 Microbiology	5
Bio 350 Genetics	4
Chy 221 Organic Chemistry I	4
Chy 222 Organic Chemistry II	4

COMPLETE ONE OF THE FOLLOWING CONCENTRATIONS:

PREMEDICAL CONCENTRATION – 16 CREDIT HOURS

Bio 327 Biochemistry	4
Bio 360 Vertebrate Biology	4
Phy 153 General Physics I	4
Phy 154 General Physics II	4

PROFESSIONAL CONCENTRATION – 16 CREDIT HOURS

Bio 360 Vertebrate Biology OR	
Bio 445 Invertebrate Zoology	4
Bio 332 Plant Taxonomy OR	
Bio 430 Molds and Mushrooms	4

And select a minimum of 8 credit hours of upper level (300 or higher) Bio and Ecy different from those taken as required courses:

SELF-DESIGNED CONCENTRATION – 20 CREDIT HOURS

The self-designed biology concentration must consist of a minimum of 20 semester credits of University-level science coursework. A plan must be submitted for approval by the student's academic advisor to the Science Department Program Committee at least three semesters before the anticipated date of graduation. Once approved, a copy of the self-designed concentration will be sent to the Director of Student Records and the course requirements specified in the plan must be satisfactorily completed.

Courses selected for self-designed concentration: _____

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

Total credits required for degree: 120
Minimum cumulative GPA for graduation: 2.00
Cumulative GPA for major requirements: 2.25

Business Administration, B.A.

MANAGEMENT CONCENTRATION - College of Professional Programs

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

BUSINESS ADMINISTRATION MAJOR – 33-34 CREDIT HOURS

Bus 101 Introduction to Business	3
Bus 150 Introduction to Financial Accounting	3
Bus 200 Intermediate Business Computing †	3
Bus 220 Managerial Accounting	3
Bus 244 Management Information Systems	3
Bus 325 Financial Management	3
Bus 353 Legal & Ethical Environment of Business	3
Bus 469 Strategic Professional Communication	3
Eco 207 Macro and Micro Economics	3
Mat 140 Mathematics for Business OR	
Mat 131 Calculus I *	3-4
Pcj 215 Business Communication	3

* Course also meets GEC requirement

† Students lacking significant experience with Microsoft Office should take Bus 125 before taking Bus 200.

MANAGEMENT CONCENTRATION – 21 CREDIT HOURS

Bus 320 Process of Management	3
Bus 321 Human Resource Management	3
Bus 330 Marketing Management	3
Bus 415 Operations Management	3
Bus 489 Business Policy and Strategy	3
Bus 410 Topics in Business Management	3
Bus Elective (300 level or higher)	3

Electives as needed/desired

Total credits required for degree: 120
 Minimum cumulative GPA for graduation: 2.00
 Cumulative GPA in major and concentration: 2.25

Business Administration, B.A.

MANAGEMENT INFORMATION SYSTEMS CONCENTRATION

College of Professional Programs

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162
OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:
 Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:
 Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

BUSINESS ADMINISTRATION MAJOR – 33-34 CREDIT HOURS

Bus 101 Introduction to Business	3
Bus 150 Introduction to Financial Accounting	3
Bus 200 Intermediate Business Computing †	3
Bus 220 Managerial Accounting	3
Bus 244 Management Information Systems	3
Bus 325 Financial Management	3
Bus 353 Legal & Ethical Environment of Business	3
Bus 469 Strategic Professional Communication	3
Eco 207 Macro and Micro Economics	3
Mat 140 Mathematics for Business OR	
Mat 131 Calculus I *	3-4
Pcj 215 Business Communication	3

* Course also meets GEC requirement

† Students lacking significant experience with Microsoft Office should take Bus 125 before taking Bus 200.

MANAGEMENT INFORMATION SYSTEMS CONCENTRATION – 21 CREDIT HOURS

Bus 245 Programming for Managers OR	
Cos 105 Computer Programming	3
Bus 301 Info Systems and Accounting	3
Bus 345 Database Management	3
Bus 359 IT Project Management	3
Bus 442 MIS Projects	3

Choose TWO of the following:

Bus 246 Web Page Design	3
Bus 405 Special Topics in MIS	3
Env 308 GIS I *	4
Env 408 GIS II *	4

* Course also meets GEC requirement

Electives as needed/desired

Total credits required for degree: 120
 Minimum cumulative GPA for graduation: 2.00
 Cumulative GPA in major and concentration: 2.25

Criminal Justice, A.A.

College of Professional Programs

GENERAL REQUIREMENTS – 19-20 CREDIT HOURS

Eng 100 Introduction to College Reading and Writing (with a grade of C- or higher) OR Eng 101 College Composition	4/3
Eng 121 College Composition II	3
Fys 100 First Year Seminar	1
Pos 101 American Government	3
Psy 100 General Psychology	3
Soc 100 Introduction to Sociology	3
Select ONE of the following:	
Mat 101 Basic Statistics OR	
Mat 201 Probability and Statistics I	3

CRIMINAL JUSTICE MAJOR REQUIREMENTS – 18 CREDIT HOURS

Crij 100 Introduction to Criminal Justice	3
Crij 225 Criminal Justice Ethics	3
Crij 227 Criminal Justice Computing	3
Crij 250 Criminal Law	3
Psy/Soc 200 Social Psychology	3
Soc 230 Criminology	3

SELECT FIVE OF THE FOLLOWING FOR 15 CREDIT HOURS:

Crij 201 Canadian Criminal Justice	3
Crij 281 Topics in Criminal Justice	3
Crij 332 Juvenile Justice and Delinquency	3
Crij/Soc 372 Police and Policing	3
Crij/Soc 376 Punishment and Correction	3
Crij 350 Criminal Procedure	3
Crij/Soc 358 Domestic Violence	3
Crij/Soc 377 Probation, Parole, and Community-Based Corrections	3
Crij/Soc 378 Women and Crime	3
Crij 430 Crime Control Policies	3
Crij/Soc 496 Field Experience	3/6
Psy 341 Drugs and Behavior	3
Pos 231 Constitutional Law	3
Swk 381 Crisis Intervention	3
Soc 335 Social Deviance	3
Soc 380 Topics in Sociology	3

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 61

Total credits required for degree: 61
Minimum cumulative GPA for graduation: 2.25
Cumulative GPA for major requirements (33 credit hours): 2.25

Criminal Justice, B.A.

College of Professional Programs

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

CRIMINAL JUSTICE MAJOR REQUIREMENTS – 48 CREDIT HOURS

Crij 100 Introduction to Criminal Justice	3
Crij 225 Criminal Justice Ethics	3
Crij 227 Criminal Justice Computing	3
Crij 250 Criminal Law	3
Crij 332 Juvenile Justice and Delinquency	3
Crij/Soc 372 Police and Policing	3
Crij/Soc 376 Punishment and Correction	3
Crij 430 Crime Control Policies	3
Pcj 215 Business Communication	3
Psy 100 General Psychology *	3
Psy/Soc 200 Social Psychology	3
Psy/Soc 311 Research Methods	3
Swk 305 Ethnicity and Multiculturalism	
OR Soc 303 Race, Class, and Power	3
Soc 100 Introduction to Sociology*	3
Soc 230 Criminology	3
Soc 430 Theoretical Criminology	3

* Course also meets GEC requirement

CRIMINAL JUSTICE ELECTIVES SELECT 12 CREDIT HOURS FROM THE FOLLOWING:

Crij 201 Canadian Criminal Justice	3
Crij 281 Topics in Criminal Justice	3
Crij 350 Criminal Procedure	3
Crij/Soc 358 Domestic Violence	3
Crij/Soc 377 Probation, Parole and Community-Based Corrections	3
Crij/Soc 378 Women and Crime	3
Psy 341 Drugs and Behavior	3
Pos 231 Constitutional Law	3
Swk 381 Crisis Intervention	3
Soc 335 Social Deviance	3
Soc 380 Topics in Sociology	3
Crij/Soc 496 Field Experience	3/6

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

OTHER REQUIREMENTS: Students must successfully complete a SERVICE LEARNING experience in three courses, one of which must be a course from the major. After completion of 108 semester hours, students will submit a PORTFOLIO of written work to the Program Coordinator for evaluation of learning outcome goals.

Total credits required for degree:	120
Minimum cumulative GPA for graduation:	2.50
Cumulative GPA for major requirements:	2.50

Elementary Education, B.S.

College of Education

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.
 Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162
OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses

in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100
 Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:
 Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:
 Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

PROFESSIONAL EDUCATION – 48 CREDIT HOURS

Edu 150 Exploring Education in Contemporary America	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Computing	3
Edu 351 Teaching Elementary Reading	3
Edu 357 Children’s Literature	3
Edu 361 Teaching Science in the Elementary School	3
Edu 366 Teaching Math in the Elementary School	3
Edu 371 Teaching Social Studies in the Elementary School	3
Edu XXX Elective	3

Select one of the following: Edu 375, 376, 377, 378, 388, special topics course in education, or other approved education courses

Edu 387 Teaching Students with Special Needs	3
Edu 395 Internship in Teacher Education	3
Edu 495 Student Teaching	15

OTHER REQUIRED COURSES – 6 CREDIT HOURS

Mat 111 Principles of Mathematics I	3
Mat 112 Principles of Mathematics II	3

SELECT A SUBJECT AREA MAJOR FOR 30-36 CREDIT HOURS

(see below)

SELECT GENERAL ELECTIVES (IF NEEDED) TO BRING TOTAL EARNED HOURS TO 128:

Total credits required for degree: 128
 Minimum cumulative GPA required for student teaching (Edu 495): 2.50.
 Cumulative GPA required in courses in the major area: 2.50.
 Cumulative GPA required in courses in the professional education sequence: 2.50.

SUBJECT AREA MAJORS (CONCENTRATIONS)

ART – 30 CREDIT HOURS

Art 101 Basic Design	3
Art 102 Three-Dimensional Design	3
Art 103 Drawing I	3
Art 211 Art History I	3
Art 212 Art History II	3
Art 242 Ceramics I	3
SELECT Art 261 Painting I OR Art 285 Watercolor	3
Art 311 Modern Art History	3
Art Electives	6

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Elementary Education, B.S.

College of Education

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The College of Education of the University of Maine at Presque Isle in collaboration with the Northern Maine Community College (NMCC) has designed a concentration in Early Childhood Education (ECE) for its Elementary Education Degree.

EARLY CHILDHOOD EDUCATION – 30 CREDIT HOURS

Ece 101 Healthy Learning Environments	3
Ece 105 Advanced Intellectual & Social Development	3
Ece 120 Programmatic/Professional Development in Child Care Fields	3
Ece 220 Education of Young Children w/Special Needs	3
Exx ### Numeracy of the Young Child	3
Exx ### Language Development & Early Literacy	3
Exx ### Science for the Young Child	3

ENGLISH – 30 CREDIT HOURS

Eng 259 Contemporary World Literature	3
Eng 391 Studies in English Language	3

Select TWO of the following literature survey courses for a total of six credit hours:

Eng 240 Medieval and Early Modern Literatures and Cultures	
Eng 241 Enlightenment and the Rise of Anglo-American Literatures and Cultures	
Eng 242 Modern and Contemporary Anglo-American Literatures and Cultures	6
Select Eng 211 Introduction to Creative Writing OR Pcj 212 Electronic Communication	3
Complete 15 credit hours of upper level English electives (300 and 400 level courses)	3
	3
	3
	3
	3

FRENCH – 33 CREDIT HOURS

Edu 359 The Teaching of French K-12	3
Complete 24 credit hours of French courses starting at the Fre 102 Elementary French II level or above	24
<i>Select 6 credits from the following areas:</i>	
Spa, Rus, Wab, ASL, Laval summer immersion	6
Partnership Maine France semester study	15
OR advisor approved substitutions	6

MATHEMATICS – 31 CREDIT HOURS

Cos 105 Computer Programming	3
Mat 121 Pre-Calculus	4
Mat 131 Calculus I	4
Mat 132 Calculus II	4
Mat 201 Probability and Stats I	3
Mat 251 Foundations of Math	3
Mat 274 Elementary Linear Algebra	3
Mat 312 Geometric Structures	4
Math Elective	3

SCIENCE – 36 CREDIT HOURS

Select courses from at least two of the following areas for a total of 36 credit hours:

- Biology and Ecology • Chemistry • Geology • Physics

At least 16 of the 36 credit hours must be in one of the above areas, and 20 credit hours must be above 120 level

SOCIAL STUDIES – 36 CREDIT HOURS

Hty 115 World Civilization I	3
Hty 116 World Civilization II	3
Hty 162 U.S. History II	3
History Electives	12
Select at least one upper level course in each of the following areas for a total of 12 credit hours: European History, U.S. History, Non-western History	
Social Science Electives	15

At least nine hours of upper level social science courses other than history

SPECIAL EDUCATION – 30 CREDIT HOURS

Edu/Sed 301 Program Planning & Curricular Adaptation	3
Edu/Sed 352 Collaboration & Consultation in General & Special Education	3
Edu/Sed 362 Language Development in Exceptional Learners	3
Edu/Sed 365 Instructional Strategies in Special Education	3
Edu/Sed 377 Guiding Positive Behavior	3
Sed 320 Special Education Law	3
Sed 372 Assessment in Special Education	3
Elective	3
Elective	3
Elective	3

English, B.A.

College of Arts & Sciences

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

COURSES TO COMPLETE THE ENGLISH CONCENTRATION ARE AVAILABLE BOTH ON-LINE AND ON-SITE

ENGLISH MAJOR REQUIREMENTS – 18 CREDIT HOURS

Eng 211 Introduction to Creative Writing * 3
 Eng 259 Contemporary World Literature * 3
 Pcj 180 Introduction to Professional Communication and Journalism 3

Select TWO of the following literature survey courses:

Eng 240 Medieval and Early Modern Literatures & Cultures 3
 Eng 241 Enlightenment and Rise of Anglo-American Lit & Cultures 3
 Eng 242 Modern and Contemporary Anglo-American Lit & Cultures 3

Select ONE of the following language and theory courses:

Eng 391 Studies in the English Language 3
 Eng/Edu 393 Writing Theory and Practice 3
 Eng/Phi 388 Literary Theory/Critical Practice 3

* Course also meets GEC requirement

GENERAL CONCENTRATION

Select 21 credit hours of English or Professional Communication and Journalism courses:

MINOR

Select a minor for 18-24 credit hours

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

Total credits required for degree: 120
 Minimum cumulative GPA for graduation: 2.00
 Cumulative GPA in the major and concentration: 2.25

English, B.A.

FILM STUDIES CONCENTRATION - College of Arts & Sciences

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

ENGLISH MAJOR REQUIREMENTS – 18 CREDIT HOURS

Eng 211 Introduction to Creative Writing *	3
Eng 259 Contemporary World Literature *	3
Pcj 180 Introduction to Professional Communication and Journalism 3	
* Course also meets GEC requirement	

Select TWO of the following literature survey courses:

Eng 240 Medieval and Early Modern Literatures & Cultures	3
Eng 241 Enlightenment and Rise of Anglo-American Lit & Cultures	3
Eng 242 Modern and Contemporary Anglo-American Lit & Cultures	3

Select ONE of the following language and theory courses:

Eng 391 Studies in the English Language	3
Eng/Edu 393 Writing Theory and Practice	3

FILM STUDIES CONCENTRATION– 24 CREDIT HOURS

Complete the following for a total of 6 credit hours:

Eng/Art 116 Introduction to Film	3
Eng/Phi 388 Literary Theory/Critical Practice	3

Select at least 9 hours from Set 1 and 9 hours from Set 2 for a total of 18 credit hours

SET 1 (9 hours minimum)

Art 316 Contemporary Film	3
Art 416 Great Film Directors Series	3
Eng 372 Literature and Film	3
Eng 376 Native American Literature	3
Eng/Phi 369 Topics in Religion	3

SET 2 (9 hours minimum)

Art 251 Photography I	3
Art 235 Video Production	3
Eng 314 Screenwriting Workshop (may be taken twice for credit)	3
Art/Eng 403 Film Seminar	3
Art 411 Aesthetics	3

MINOR

Select a minor for 18-24 credit hours

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

Total credits required for degree: 120
 Minimum cumulative GPA for graduation: 2.00
 Cumulative GPA in the major and concentration: 2.25

English, B.A.

PROFESSIONAL COMMUNICATION AND JOURNALISM CONCENTRATION

College of Arts & Sciences

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

ENGLISH MAJOR REQUIREMENTS – 18 CREDIT HOURS

Eng 211 Introduction to Creative Writing *	3
Eng 259 Contemporary World Literature *	3
Pcj 180 Introduction to Professional Communication and Journalism 3	
* Course also meets GEC requirement	

Select TWO of the following literature survey courses:

Eng 240 Medieval and Early Modern Literatures & Cultures	3
Eng 241 Enlightenment and Rise of Anglo-American Lit & Cultures	3
Eng 242 Modern and Contemporary Anglo-American Lit & Cultures	3

Select ONE of the following language and theory courses:

Eng 391 Studies in the English Language	3
Eng/Edu 393 Writing Theory and Practice	3
Eng/Phi 388 Literary Theory/Critical Practice	3

PROFESSIONAL COMMUNICATION CONCENTRATION

Complete the following:

Eng 314 Screenwriting Workshop	3
Pcj 212 Electronic Communication	3
Pcj 215 Business Communication	3
Pcj 216 Editing	3
Pcj 315 Professional Communication	3
Pcj 396 Field Experience Practicum	3
Pcj 493 Communication Capstone	1

Select at least ONE of the following:

Art 231 Computer Art I	3
Art 235 Video Production	3
Art 251 Photography I	3

Select at least THREE of the following:

Art/Eng 116 Introduction to Film	3
Bus 101 Introduction to Business	3
Bus 353 Legal and Ethical Issues in Business	3
Pcj 214 Magazine and Feature Writing	3
Pcj 315 Professional Communication	3
Pcj 316 Advanced Professional Communication	3
Pcj 317 Workshop in Journalism	3
Pcj 318 Evolving Media	3
Pcj 319 Marketing Communication	3

MINOR

Complete a minor for 18-24 credit hours

Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.00

Cumulative GPA in the major and concentration: 2.25

Environmental Studies and Sustainability, B.S.

College of Arts & Sciences

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses

in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100
 Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

CORE COURSES – 10 CREDIT HOURS

Env 110 Introduction to Environmental Science	3
Mat 201 Probability and Statistics I	3
Env 308 GIS I: Fundamentals of GIS	4

SCIENCE AND THE ENVIRONMENT – 20 CREDIT HOURS MINIMUM

Select 20 credit hours from the following courses in Environmental Biology, Chemistry and Geology. At least TWO of the courses must be 300-level (or above):

Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 171 Principles of Wildlife Management	3
Bio 310 Ornithology	4
Bio 316 General Microbiology	5
Bio 332 Plant Taxonomy	4
Bio 360 Vertebrate Biology	4
Bio 430 Molds and Mushrooms	4
Bio 445 Invertebrate Zoology	4
Chy 111 General Chemistry I	4
Chy 112 Intermediate Chemistry	4
OR Chy 122 General Chemistry II	4
Ecy 355 General Ecology	4
Env 213 Environmental Geology	3
Env 305 Environmental Chemistry	4
Gey 112 Fundamentals of Geology	4
Gey 114 Historical Geology-History of Life	3
Gey 115 Historic Geology: Earth History and Plate Tectonics	3
Gey 212 Marine Geology	3
Gey 332 Paleontology	4
Gey 353 Surficial Geology	4
Gey 354 Bedrock Geology	4

ENERGY AND THE ENVIRONMENT – 12 CREDIT HOURS

Select FOUR of the following courses for a total of at least 12 credit hours:

Env 125 Introduction to Energy	3
Env 130 Renewable Energy Resources	3
Env 201 Fossil Fuels	3
Env 301 Climate Change	3
Env 302 Climate Change and Biodiversity	3

SELECT GENERAL ELECTIVES AS REQUIRED OR DESIRED

Total credits required for degree: 120
 Minimum cumulative GPA for graduation: 2.00
 Cumulative GPA in the major and concentration: 2.25

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Liberal Studies, A.A.

University-wide Programs

GENERAL REQUIREMENTS – 34-35 CREDIT HOURS

Eng 100 Introduction to College Reading and Writing (with a grade of C- or higher) OR Eng 101 College Composition	4/3
Eng 151 Introduction to Literature OR Phi 151 Introduction to Philosophy	3
Fys 100 First Year Seminar	1

Select 9 credits of Liberal Arts Electives from the following:

Art, English, French, Russian, Spanish, or Philosophy	3
	3
	3

Select 9 credits of Mathematics/Science Electives from the following:

Biology, Chemistry, Computer Science, Ecology, Environmental Studies, Mathematics, Physics, and/or Science	3
	3
	3

Select 9 credits of Social Science Electives from the following:

Anthropology, Criminal Justice, Economics, History, Political Science, Psychology, and/or Sociology	3
	3
	3

Select one of the following concentrations:

BUSINESS ADMINISTRATION CONCENTRATION - 30 CREDIT HOURS

Bus 101 Introduction to Business	3
Bus 150 Introduction to Financial Accounting	3
Bus 125 Introduction to Business Computing OR Bus 200 Intermediate Business Computing	3
Bus 220 Managerial Accounting	3
Eco 207 Macro and Micro Economics	3
Pcj 215 Business Communication	3
AND select 12 credit hours of business electives at the 200 level or above:	3
	3
	3
	3

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Liberal Studies, A.A.

University-wide Programs

continued from page 68

CREATIVE WRITING CONCENTRATION - 30 CREDIT HOURS

COMPLETE THE FOLLOWING:

Eng 211 Introduction to Creative Writing	3
Eng 259 Contemporary World Literature	3

And select one of the following for a total of 9 credit hours:

Eng 240 Medieval and Early Modern Literature	3
Eng 241 Enlightenment/Anglo-American Literature	3
Eng 242 Modern/Contemporary Anglo-American Literature	3

And complete a minimum of 21 credit hours from the following:

Eng 311 Poetry Workshop **	3
Eng 312 The Writing of Fiction **	3
Eng 313 The Writing of Nonfiction **	3
Eng 314 Screenwriting **	3
Pcj 180 Introduction to Media/Professional Writing	3
Pcj 315 Professional Communication	3

** Course may be taken twice for credit

GENERAL CONCENTRATION - SELECT 30 CREDIT HOURS

	3
	3
	3
	3
	3
	3
	3
	3
	3
	3
	3

Total credits required for degree: 64
 Minimum GPA average required for graduation: 2.00.
 Cumulative GPA required in courses in the General Requirements area:
 2.25.

Medical Laboratory Technology, A.S.

College of Arts & Sciences

GENERAL EDUCATION – 22-23 CREDIT HOURS

Fys 100 First Year Seminar	1
Eng 100 Introduction to College Reading and Writing (with a grade of C- or higher) OR Eng 101 College Composition	4/3

Math and Science courses:

Mat 101 Basic Statistics	3
Bio 112 General Biology I	4
Chy 111 General Chemistry I	4
Chy 112 Intermediate Chemistry	4

Social Science courses:

Psy 100 General Psychology	3
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MLT MAJOR REQUIREMENTS – 45 CREDIT HOURS

Bio 260 Principles of Human Anatomy and Physiology	5
Bio 316 General Microbiology	5
Mlt 101 Orientation/Urinalysis	3
Mlt 102 Instrumentation/Clinical Chemistry	3
Mlt 103 Phlebotomy	2
Mlt 203 Clinical Chemistry **	3
Mlt 204 Clinical Microbiology	4
Mlt 205 Blood Banking/Serology	4
Mlt 206 Hematology/Coagulation	4
Mlt 395 Hospital Practicum ***	12

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 70

** Mlt 203 is offered only during the summer session and is a required course which must be taken during the summer preceding the sophomore year.

*** A minimum grade of C+ is required in all Mlt courses in order to be allowed to take Mlt 395. Mlt 395 is a 20-week practicum which may begin before the scheduled start of the spring semester. The Director of the MLT Program will make the final decision regarding scheduling of students to affiliated hospitals during the clinical practicum. Students must successfully complete (minimum C+) each clinical rotation to proceed to the next rotation.

Math and Science courses are calculated in the GPA of the required courses in the major area.

Total credits required for the degree: 70

Minimum cumulative GPA required for graduation: 2.00.

Cumulative GPA required in courses in the major area: 2.25.

Physical Education - Teaching, B.S.

College of Education

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162
OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

SCIENCE REQUIREMENTS – 16 CREDIT HOURS

Bio 112 General Biology I	4
Chy 112 Intermediate Chemistry	4
Bio 261 Human Anatomy and Physiology I	4
Bio 262 Human Anatomy and Physiology II	4

PHYSICAL EDUCATION REQUIREMENTS – 41 CREDIT HOURS

Phe 100 Introduction to Physical Education	3
Phe 102 Developmental and Gymnastics Activities	2
Phe 121 Team Activities	2
Phe 122 Individual and Dual Activities	2
Phe 123 Dance and Rhythmic Activities	2
Phe 166 Aquatic Activities OR	
Phe 174 Water Safety Instructor	2
Phe 204 Winter Outdoor Activities	2
Phe 265 Motor Learning	3
Phe 274 Structural Kinesiology	3
Phe 313 Psych/Sociology of Sport and Movement	3
Phe 361 Technology for Physical Educators	3
Phe 381 Biomechanics	3
Phe 381L Biomechanics Laboratory	1
Phe 382 Physiology of Exercise	3
Phe 382L Physiology of Exercise Laboratory	1
Phe 480 Measurement/Evaluation of Physical Education	3
Phe 485 Organization/Administration of Physical Education	3

PROFESSIONAL EDUCATION – 33 CREDIT HOURS

Edu 150 Exploring Education in Contemporary America	3
Edu 200 The Learner and The Learning Process	3
Phe 267 Teaching Elementary Physical Education	3
Phe 302 Teaching Secondary Physical Education	3
Phe 385 Adapted Physical Education	3
Phe 396 Field Work in Teaching Physical Education	3
Phe 495 Student Teaching	15

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 128:

Students must hold current First Aid/CPR Certification

Total credits required for degree: 128

Minimum cumulative GPA for graduation: 2.50

Cumulative GPA for major requirements: 2.50

Cumulative GPA in professional education sequence: 2.50

Physical Education majors are required to take Bio 112 and Chy 112. These courses will fulfill the General Education Curriculum scientific literacy requirement.

Physical Education - Non-Teaching, B.S.

College of Professional Programs

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses

in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100
 Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

SCIENCE REQUIREMENTS – 16 CREDIT HOURS

Bio 112 General Biology I	4
Chy 112 Intermediate Chemistry	4
Bio 261 Human Anatomy and Physiology I	4
Bio 262 Human Anatomy and Physiology II	4

PHYSICAL EDUCATION REQUIREMENTS – 20 CREDIT HOURS

Phe 100 Introduction to Physical Education	3
Phe 265 Motor Learning	3
Phe 274 Structural Kinesiology	3
Phe 313 Psych/Sociology of Sport and Movement	3
Phe 381 Biomechanics	3
Phe 381L Biomechanics Laboratory	1
Phe 382 Physiology of Exercise	3
Phe 382L Physiology of Exercise Laboratory	1

PHYSICAL EDUCATION ACTIVITY COURSES – 4 CREDIT HOURS

Phe 102 Developmental and Gymnastics Activities	2
Phe 166 Aquatic Activities OR	
Phe 174 Water Safety Instructor	2

SELECT AN EMPHASIS AREA:

FITNESS AND WELLNESS– 44 CREDIT HOURS

Ath 225 Strength Training Techniques and Conditioning	3
Ath 244 Techniques of Athletic Training	2
Bio 300 Human Nutrition	3
Phe 246 Assessment of Lower Extremities	4
Phe 340 Advanced First Aid/CPR	3
Phe 342 Assessment of Upper Extremities	4
Phe 342L Assessment of Upper Extremities Lab	
Phe 343 Therapeutic Rehab in Sports Medicine	3
Phe 343L Therapeutic Rehab in Sports Med Lab	1
Phe 375 Physiological Assessment	3
Phe 388 Practicum in Physical Education	3
Phe 415 Training Program Design/Management	3
Phe 487 Organization & Admin of Athletic Training	3
Phe 496 Field Work Experience	9

SELF-DESIGNED (SEE YOUR ADVISOR)

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

Total credits required for degree: 120	_____
Minimum cumulative GPA for graduation: 2.50	_____
Cumulative GPA for major requirements: 2.50	_____

Physical Education majors are required to take Bio 112 and Chy 112. These courses will fulfill the General Education Curriculum scientific literacy requirement.

Physical Therapist Assistant, A.S.

College of Professional Programs

The minimum grade requirement for all required general and technical courses is a B- with a 6 credit allowance for courses graded a C+.
Courses graded below a C+ will not be considered successfully completed for the PTA program.

REQUIRED GENERAL EDUCATION – 30 CREDIT HOURS

Fys 100 First Year Seminar	1
Hpr 101 Lifelong Wellness	3

WRITING AND COMMUNICATION

Eng 100 Introduction to College Reading and Writing	
OR Eng 101 College Composition	4/3
Pcj 215 Business Communication	3

PHYSICAL AND LIFE SCIENCE

Bio 261 Anatomy & Physiology I w/Lab	4
Bio 262 Anatomy & Physiology II w/Lab	4

SOCIAL SCIENCE

Psy 101 General Psychology	3
----------------------------	---

MATH

Mat 101 Basic Statistics	3
--------------------------	---

PHYSICAL EDUCATION

Phe 274 Structural Kinesiology	3
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ELECTIVE

Psy 205 Lifespan Development	3
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PHYSICAL THERAPIST ASSISTANT MAJOR REQUIREMENTS – 45 CREDIT HOURS

Pta100 Introduction to Physical Therapy	2
Pta 102 Clinical Conditions in PT	3
Pta 104 Data Collection in PT	4
Pta/Ath 380 Therapeutic Modalities in Rehabilitation	4
Pta 106 PT Procedures and Interventions I	4
Pta 204 Therapeutic Exercise	4
Pta 206 PT Procedures and Interventions II	4
Pta 208 Neurological Interventions in PT	3
Pta 210 Clinical Education Seminar I	1
Pta 212 Integrated Clinical Education I	2
Pta 215 Clinical Ed. and Professional Development Seminar II	2
Pta 220 Clinical Education II	6
Pta 225 Clinical Education III	6

Total credits required for degree: 75

Minimum cumulative GPA required for graduation: 2.64

Cumulative GPA in major and concentration: 2.64

* The University of Maine at Presque Isle is seeking accreditation by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org). The program will submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the PTA program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, achievement of Candidate for Accreditation status does not assure that the program will be granted Accreditation.

Professional Communication, A.A.

College of Arts & Sciences

GENERAL REQUIREMENTS – 22-23 CREDIT HOURS

Eng 100 Introduction to College Reading and Writing (with a grade of C- or higher) OR Eng 101 College Composition	4/3
Fys 100 First Year Seminar	1

Select 6 credits of Liberal Arts Electives from the following:
Art, English, French, Russian, Spanish, or Philosophy

	3
	3

Select 6 credits of Mathematics/Science Electives from the following:
Biology, Chemistry, Computer Science, Ecology, Environmental Studies, Mathematics,
Physics, and/or Science

	3
	3

Select 6 credits of Social Science Electives from the following:
Anthropology, Criminal Justice, Economics, History, Political Science,
Psychology, and/or Sociology

	3
	3

PROFESSIONAL COMMUNICATION MAJOR REQUIREMENTS

Complete the following:

Bus 125 Introduction to Business Computing	3
Bus 200 Intermediate Business Computing	3
Pcj 180 Intro. to Professional Communication and Journalism	3
Pcj 215 Business Communication	3
Pcj 318 Writing for Evolving Media	3
Pcj 315 Professional Communication	3
Pcj 394 Professional Portfolio	1

Select at least 6 of the following courses for a total of 18 credit hours:

Art 101 Basic Design	3
Art 231 Computer Art I	3
Art 235 Video Production	3
Art 251 Photography I	3
Bus 244 Management Information Systems	3
Bus 245 Programming for Managers	3
Bus 246 Introduction to Web Page Design	3
Bus 345 Database Management	3
Pcj 212 News Writing and Reporting	3
Pcj 316 Advanced Professional Communication	3
Pcj 317 Workshop in Journalism	3
Soc/Psy 200 Social Psychology	3

ELECTIVES TO BRING TOTAL EARNED HOURS TO 64

Total credits required for degree: 64
Minimum cumulative GPA required for graduation: 2.00
Cumulative GPA required in courses in the General Requirements area: 2.25.

Recreation/Leisure Services, B.S.

COMMUNITY RECREATION CONCENTRATION - College of Professional Programs

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

RECREATION MAJOR REQUIREMENTS – 44 CREDIT HOURS

Bus 150 Introduction to Financial Accounting	3
Bus 330 Marketing Management	3
Pcj 215 Business Communication	3
Phe 385 Adapted Physical Education	3
Psy 205 Lifespan Development	3
Rec 120 Intro. to Recreation/Leisure Services	3
Rec 122 Leadership Training in Recreation	3
Rec 232 Program Development and Planning	3
Rec 234 Outdoor Pursuits I *	3
Rec 235 Outdoor Pursuits II*	3
Rec 402 Interpreting the Environment	3
Rec 480 Recreation Seminar	3
Rec 495 Internship	8

* Course also meets GEC requirement

COMMUNITY RECREATION CONCENTRATION – 19 CREDIT HOURS

Phe/Soc 313 Psychology & Sociology of Sport & Movement	
OR Phe 265 Motor Learning	3
Phe 396 Field Work in Physical Education	3
Phe 340 Advanced First Aid/CPR	3

Select 10 credit hours from the following:

Any Rec designated course _____
 Ath 244, Pcj 315, Pcj 316, Phe102, Phe 121, Phe 122, Phe 123, Phe 166, Phe 384 _____

ALL STUDENTS WILL BE REQUIRED TO TAKE PSY 100 GENERAL PSYCHOLOGY, PREREQUISITE FOR PSY 205.

17 ELECTIVE CREDITS OR A MINOR. TOTAL 120 CREDITS.

Total credits required for degree: 120 _____
 Minimum cumulative GPA for graduation: 2.00 _____
 Cumulative GPA in major and concentration: 2.25 _____
 Students must earn a C- or greater in all recreation courses required for the degree. _____

Recreation/Leisure Services, B.S.

OUTDOOR RECREATION/LEADERSHIP CONCENTRATION

College of Professional Programs

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

RECREATION MAJOR REQUIREMENTS – 44 CREDIT HOURS

Bus 150 Introduction to Financial Accounting	3
Bus 330 Marketing Management	3
Pcj 215 Business Communication*	3
Phe 385 Adapted Physical Education	3
Psy 205 Lifespan Development	3
Rec 120 Intro to Recreation/Leisure Services	3
Rec 122 Leadership Training in Recreation	3
Rec 232 Program Development and Planning	3
Rec 234 Outdoor Pursuits I *	3
Rec 235 Outdoor Pursuits II *	3
Rec 402 Interpreting the Environment	3
Rec 480 Recreation Seminar	3
Rec 495 Internship	8

* Course also meets GEC requirement

OUTDOOR RECREATION/LEADERSHIP CONCENTRATION– 19 CREDIT HOURS

Rec 233 Wilderness First Responder	4
Rec 280 Canoeing/Canoe Camping	4
Rec 364 Introduction to Rock Climbing OR	3
Rec 360 Ropes Course Management	
Rec 374 Wilderness Expedition Skills	4
Env 308 GIS I - Fundamentals of GIS*	4

* Course also meets GEC requirement

ALL STUDENTS WILL BE REQUIRED TO TAKE PSY 100 GENERAL PSYCHOLOGY, PREREQUISITE FOR PSY 205.

17 ELECTIVE CREDITS OR A MINOR. TOTAL 120 CREDITS.

Total credits required for degree: 120
 Minimum cumulative GPA for graduation: 2.00
 Cumulative GPA in major and concentration: 2.25
 Students must earn a C- or greater in all recreation courses required for the degree.

Secondary Education - Biology, B.S.

College of Education

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100

Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

PROFESSIONAL EDUCATION – 39 CREDIT HOURS

Edu 150 Exploring Education in Contemporary America	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Computing	3
Edu 310 The Teaching Process	3
Edu 353 Reading and Writing in the Content Area	3
Edu 363 Teaching Science in the Secondary School	3
Edu 387 Teaching Students with Special Needs	3
Edu 395 Internship in Teacher Education	3
Edu 495 Student Teaching	15

BIOLOGY MAJOR REQUIREMENTS – 40 CREDIT HOURS

Bio 112 General Biology I *	4
Bio 113 General Biology II *	4
Bio 350 Genetics	4
Ecy 355 General Ecology	4
Mat 131 Calculus I *	4

* Course also meets GEC requirement

Select one of the following for 4 credits:

Bio 332 Plant Taxonomy	_____
Bio 430 Molds and Mushrooms	_____

Select one of the following for 4 credits:

Bio 360 Vertebrate Biology	_____
Bio 445 Invertebrate Zoology	_____

Select a minimum of 12 credits of Biology or Ecology courses different from those taken as required courses:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 128

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total credits required for degree: 128	_____
Minimum cumulative GPA for graduation: 2.50	_____
Cumulative GPA in major and concentration: 2.50	_____
Cumulative GPA professional education sequence: 2.50	_____
Minimum cumulative GPA for student teaching: 2.50	_____

Secondary Education - Social Studies, B.S.

College of Education

General Education Curriculum Requirements (minimum 40 credit hours)

Select TWO of the following Writing and Cultural Literacy courses:

Eng 100 Introduction to College Reading & Writing (with a grade of C- or higher) OR Eng 101 College Composition . . .4/3 _____
 Eng 121 College Composition II3 _____

Multicultural Experience

World or indigenous or American Sign Language course 3 _____
 Diversity and global issues course3 _____

Quantitative Decision-making

Mat 101, 131, 201 or higher level math course3 _____

Physical and Life Sciences (Complete sections A and B):

A. Select TWO of the following courses of scientific literacy from the following: Bio, Chy, Env, Ecy, Gey, Phy, Sci.
 At least one must be a 4-credit lab science course.

Lab science course4 _____
 Lab or non-lab science course3-4 _____

B. Select ONE of the following:

Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or Rec 234 Outdoor Pursuits I or Rec 235 Outdoor Pursuits II3 _____

Social Sciences (Complete sections A and B):

A. Select TWO of the following courses in historical analysis: Hty 115, Hty 116, Hty 161, Hty 162

OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits:

History course3 _____
 History course3 _____

B. Select TWO of the following courses

in social science for a total of six credits: Ant 100, Ant 110, Eco 100, Geo 100, Geo 101, Pos 101, Pos 211, Pos 301, Psy 100, Soc 100
 Social Science course3 _____
 Social Science course3 _____

Humanities and Fine Arts (Complete sections A and B):

A. Select ONE of the following courses in literary writing, analysis, or philosophy:

Art/Eng 116, Eng 151, Eng 211, Phi 151, Phi 152 . . .3 _____

B. Select ONE of the following courses in visual or performing arts:

Art 101, Art 102, Art 103, Art 1073 _____

Important additional GEC requirement

FYS 100 First Year Seminar1 _____

PROFESSIONAL EDUCATION – 39 CREDIT HOURS

Edu 150 Exploring Education in Contemporary America	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Computing	3
Edu 310 The Teaching Process	3
Edu 353 Reading and Writing in the Content Area	3
Edu 373 Teaching Social Studies in the Secondary School	3
Edu 387 Teaching Students with Special Needs	3
Edu 395 Internship in Teacher Education	3
Edu 495 Student Teaching	15

SELECT ONE OF THE FOLLOWING CONCENTRATIONS:

HISTORY CONCENTRATION – 36 CREDIT HOURS

Hty 115 World Civilization I *	3
Hty 116 World Civilization II *	3
U.S., European or Canadian National History	3
Pos 101 American Government *	3
Pos 201 West European Governments	3
Pos 211 Classic Political Thinkers and Modern Method *	3
Political Science 300-400 level elective	3

Select 15 credits of history electives (300-400 level) including one course each in European, Non-western, and U.S. History

POLITICAL SCIENCE CONCENTRATION – 36 CREDIT HOURS

Pos 101 American Government *	3
Pos 201 West European Governments	3
Pos 211 Classic Political Thinkers and Modern Method *	3
Hty 115 World Civilization I *	3
Hty 116 World Civilization II *	3
Hty 161 U.S. History I	3
History Elective (300-400 level)	3

* Course also meets GEC requirement

Select 15 credits of political science electives (300-400 level)

Other required social studies courses (may be fulfilled within the major or GEC)

Anthropology elective	3
Economics elective	3
Geography elective	3
Global Studies elective	3
Sociology elective	3
U.S. History elective	3

ELECTIVES TO BRING TOTAL EARNED HOURS TO 128

Total credits required for degree:	128
Minimum cumulative GPA for graduation:	2.50
Cumulative GPA in major and concentration:	2.50
Cumulative GPA professional education sequence:	2.50
Minimum cumulative GPA for student teaching:	2.50

Special Education Paraprofessional, A.A.

College of Education

GENERAL REQUIREMENTS – 22-23 CREDIT HOURS

Eng 100 Introduction to College Reading and Writing (with a grade of C- or higher) OR Eng 101 College Composition	4/3
Eng 151 Introduction to Literature	
OR Eng 211 Introduction to Creative Writing	3
Fys 100 First Year Seminar	1
Psy 100 General Psychology	3
Mat 101 Basic Statistics, Mat 131 Calculus I, Mat 201 Probability and Statistics, or higher level math course	3
Hty XXX (Select ONE History course)	3

Select ONE of the following courses for a total of 3 credit hours:

Ant XXX, Eco XXX, Geo XXX or Pos XXX	3
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Select ONE of the following courses for a total of 3 credit hours:

Bio XXX, Chy XXX, Env XXX, Gey XXX, Phy XXX or Sci XXX	3
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PROFESSIONAL EDUCATION REQUIREMENTS – 21 CREDIT HOURS

Complete the following:

Edu 150 Exploring Education in Contemporary America	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Computing	3
Edu 310 The Teaching Process	3

Select ONE of the following courses for a total of 3 credit hours:

Art 101 Basic Design	3
Art 102 Three-Dimensional Design	3
Art 103 Drawing I	3
Art 107 Experience of the Arts	3

Select ONE of the following courses for a total of 3 credit hours:

Edu 351 Teaching Elementary Reading	3
Edu 353 Reading and Writing in the Content Area	3
Edu 366 Teaching Math in the Elementary School	3
Edu XXX Elective approved by advisor	3

SPECIAL EDUCATION REQUIREMENTS – 21 CREDIT HOURS

Edu/Sed 352 Collaboration & Consult. in General and Special Ed.	3
Edu/Sed 362 Language Development for Exceptional Learners	3
Edu/Sed 365 Instructional Strategies in Special Education	3
Edu/Sed 377 Guiding Positive Behavior	3
Edu/Sed 387 Teaching Students with Exceptional Needs in Inclusive Classrooms	3
Edu XXX Field Experience	6

Total credits required for degree: 64

Minimum cumulative GPA required for graduation: 2.5

Cumulative GPA required in courses in the General Requirements area: 2.5.

Minor & Certificate Programs

Minor & Certificate Programs

Students majoring in one program may wish to develop expertise in another area as well. This may be done by completing a minor in a second discipline. Minor and certificate programs available at UMPI are listed below.

ACCOUNTING MINOR

Bus 150 Introduction to Financial Accounting	3
Bus 220 Managerial Accounting	3
Bus 361 Intermediate Accounting I	3
Bus 362 Intermediate Accounting II	3
Select TWO courses from the following list:	6
Bus 301 Information Systems and Accounting	
Bus 350 Business Law I	
Bus 352 Business Law II	
Bus 376 Independent Auditing	
Bus 377 Federal Taxation I	
Bus 464 Advanced Accounting	

TOTAL 18

ART MINOR

Art 101 Basic Design	3
Art 103 Drawing I	3
Art 211 Art History I	3
Art 212 Art History II	3
Art Electives (upper level)	9

TOTAL 21

BIOLOGY MINOR

Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 350 Genetics	4
Ecy 355 General Ecology	3
Select ONE course from the following list:	4
Bio 332 Plant Taxonomy	
Bio 430 Molds and Mushrooms	
Bio 445 Invertebrate Zoology	

TOTAL 19

BUSINESS ADMINISTRATION MINOR*

Bus 101 Introduction to Business	3
Bus 150 Introduction to Financial Accounting	3
Bus 125 Introduction to Business Computing OR	
Bus 200 Intermediate Business Computing	3
Eco 207 Macro and Micro Economics	3
Pcj 215 Business Communication	3
Pcj 315 Professional Communication OR	
Mat 140 Mathematics for Business	3

TOTAL 18

* Business Administration majors with a concentration in Management will not be allowed to select this minor.

CHEMISTRY MINOR

Chy 111 General Chemistry I AND	
Chy 112 Intermediate Chemistry OR	
Chy 122 General Chemistry II	8
Chy 221 Organic Chemistry I	4
Chy 222 Organic Chemistry II	4
Select ONE of the following courses:	4
Upper level (300 or 400) Chy elective	
Bio 327 Biochemistry	
Env 305 Environmental Chemistry	

TOTAL 20

CRIMINAL JUSTICE MINOR

Crj 200 Intro to Criminal Justice	3
Crj 225 Criminal Justice Ethics	3
Crj 250 Criminal Law	3
Crj/Soc 372 Police and Policing OR	
Crj/Soc 376 Punishment & Correction	3
Soc 230 Criminology	3

ELECTIVES - Choose any TWO 300-400 level Crj or Soc courses 6

TOTAL 21

EDUCATIONAL STUDIES MINOR

Edu 150 Exploring Education in Cont. America	3
Edu 200 The Learner & the Learning Process	3
Edu 261 Educational Computing	3
Edu 374 Wabanaki Studies	
OR Edu 375 Wabanaki Education	3
Edu/Sed 377 Guiding Positive Behaviors	3
Edu 378 Creativity in the Classroom	3
Edu 387 Teaching Students with Exceptional Needs in the Inclusive Classroom	3

TOTAL 21

ENGLISH MINOR

Eng 211 Introduction to Creative Writing OR	
Pcj 212 Electronic Communication	3
Select TWO of the following courses:	6
Eng 240 Medieval and Early Modern Literatures and Cultures	
Eng 241 Enlightenment and the Rise of Anglo-American Literatures and Cultures	
Eng 242 Modern and Contemporary Anglo-American Literatures and Cultures	

Eng 259 Contemporary World Literature	
English Electives (300-400 level)	9

TOTAL 18

ENVIRONMENTAL STUDIES MINOR

Env 110 Intro. to Environmental Science	3
Env 308 GIS I	4

Select ONE course from the following for 3-4 credits:

Env, Gey, Bio, Phy or Chy	3-4
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Select TWO courses from the following for a total of 6 credits:

Ant 100 Introduction to Anthropology	
Rec 280 Canoeing/Canoe Camping	
Hty 350 United States Environmental History	

Select ONE of the following:

Bio/Env 489 Science Seminar	
Sci 480 Research Methods in Science	3

TOTAL 19-20

FILM STUDIES MINOR

Art 116 Introduction to Film	3
Set ONE: Select THREE of the following:	9

Art 316 Contemporary Film	
Art 416 Great Film Directors Series	
Eng 372 Literature and Film	
Eng 376 Native American Studies	
Eng/Phi 369 Topics in Religion and Literature	

Set TWO: Select THREE of the following: 9

Art 251 Photography	
Art 235 Video Production	
Eng 314 Screenwriting Workshop	
Art/Eng 400 Special Topics in Film	
Art 411 Aesthetics	

TOTAL 21

FRENCH MINOR

Minimum of 12 intermediate or upper level French courses (200 level and above)

Maximum of 6 credit hours can be counted from an approved summer immersion program

TOTAL 18

GEOLOGY MINOR

Required:

Gey 112 Fundamentals of Geology	4
Gey 114 Historical Geology-History of Life OR	
Gey 115 Historical Geology & Plate Tectonics	3

continued on next page

Geology Minor *continued from previous page*

Electives

(choose from the following -minimum of 11 credits):

Gey 212	Marine Geology	3
Gey 213	Environmental Geology	3
Gey 322	Paleontology	4
Gey 353	Surficial Geology	4
Gey 354	Bedrock Geology	4

TOTAL **18-19**

HISTORY MINOR

Minimum of 12 upper level credits
(300 level and above)

TOTAL **18**

HUMAN SERVICES MINOR

Swk 200	Introduction to Social Work and Social Welfare	3
Swk 202	Ethics in the Helping Profession	3
Swk 285	Human Behavior in the Social Environment I	3
Swk 309	Case Management Practice	3
Swk 396A	Junior Field I	3
Select TWO of the following courses:		6
Swk 300	Social Work Policy	
Swk 307	Incest and Sexual Abuse	
Swk 325	Gerontology	
Swk 350	Children and Grief	
Swk 381	Crisis Intervention	
Swk 425	Special Topics in Social Work	

TOTAL **21**

HUMANITIES MINOR

Courses in at least three Humanities areas with a minimum of nine upper level credits in two areas. Areas include Art, English, Foreign Language, or Philosophy.

TOTAL **21**

INTERNATIONAL STUDIES MINOR*

Foreign Language		
	Six hours above Core for a total of	9
Pos 301	European Governments and the European Union	3
Select THREE of the following courses:		
Hty 318	Modern European History	3
Hty/Pos 370	Topics in Non-Western History	3

Hty/Pos 371	Int'l Relations & Modern Conflicts	3
Hty 375	History of Maine	3
Hty/Pos 377	Modern China	3
Hty 439	The U.S. since 1933	3
Hty 489	Special Topics in History	3

TOTAL **21**

*Consult with advisor

MANAGEMENT MINOR*

Bus 320	Process of Management	3
Bus 321	Human Resource Management	3
Bus XXX	Elective 200 level or above	3
Bus XXX	Elective 300 level or above	3
Eng 215	Business Communication	3
Select ONE of the following courses		3
Bus 350	Business Law I	
Bus 352	Business Law II	
Bus 353	Legal and Ethical Issues in Business	

TOTAL **18**

* Business Administration majors with a concentration in Management will not be allowed to select this minor.

MANAGEMENT INFORMATION SYSTEMS MINOR

Bus 200	Intermediate Business Computing *	3
Bus 244	Management Information Systems	3
Bus 245	Programming for Managers	3
Bus 345	Database Management	3
TWO of the following courses:		6
Bus 246	Intro. to Web Page Design	
Bus 301	Information Systems and Accounting	
Bus 359	IT Project Management	
Bus 405	Special Topics in MIS	
Bus 442	MIS Projects	
Env 308	GIS I **	
Env 408	GIS II **	

* Students lacking significant experience with Microsoft Office should take Bus 125 before taking Bus 200

**The GIS courses are 4 credit courses

TOTAL **18**

MATHEMATICS MINOR

Mat 131	Calculus I	4
Mat 132	Calculus II	4
Mat 251	Foundations of Mathematics	3
Mat 274	Linear Algebra	3
Mathematics Electives (200 and above)		6

TOTAL **20**

PHILOSOPHY MINOR

Complete the following courses (total of 21 credit hours)

Phi 150	Introduction to Logic	3
Phi 151	Introduction to Philosophy	3
Phi 152	Introduction to Ethics	3

Select no fewer than 12 credit hours from among the following courses:

Ant 110	World Religions	3
Phi 300	Topics in Philosophy	3
Phi 301	Feminist Theory	3
Phi/Eng 369	Topics in Religion & Literature	3
Phi/Eng 374	Topics in Philosophy & Literature	3
Phi/Eng 388	Literary Theory & Critical Practice	3
Phi/Pos 343	Marxism	3
Pos 211	Introduction to Political Thought	3
Swk 202	Ethics in the Helping Professions	3

TOTAL **21**

PHYSICAL EDUCATION MINOR

Activity Elective		2
Phe 267	Planning and Methods of Teaching Elementary Physical Education	3
Phe 302	Planning and Methods of Teaching Secondary Physical Education	3
Phe 381	Biomechanics and Lab	4
Phe 382	Physiology of Exercise and Lab	4
Select TWO of the following courses:		6
Phe 100	Intro to Physical Education	
Phe 313	Psychology-Soc. of Sport & Movement	
Phe 385	Adapted Physical Education	
Phe 480	Measurement & Evaluation of Physical Education	
Phe 485	Organization and Administration of Physical Education	

TOTAL **22**

PHYSICAL SCIENCE MINOR

Chy 111	General Chemistry I	4
Chy 122	General Chemistry II	4
Chy 221	Organic Chemistry I OR	
Gey 112	Fundamentals of Geology	4
Phy 153	General Physics I (w/Calculus)	4
Phy 154	General Physics II (w/Calculus)	4

TOTAL **20**

POLITICAL SCIENCE MINOR

Minimum of 12 upper level credits
(300 level and above) 18

TOTAL **18**

Minor & Certificate Programs

continued

PRE-LAW STUDIES MINOR

Pos 101	American Government	3
Phi 151	Introduction to Philosophy	3
Pos 231	Constitutional Law	3
Crj 200	Introduction to Criminal Justice	3
Crj 250	Criminal Law	3
Pcj 215	Business Communication	3
Select ONE of the following courses		3
Crj 250	Criminal Law	3
Bus 350	Business Law I	3
Bus 352	Business Law II	3

TOTAL **20**

PROFESSIONAL COMMUNICATION MINOR

Art 231	Computer Art I	3
Pcj 180	Introduction to Media/ Professional Writing	3
Pcj 215	Business Communication	3
Pcj 315	Professional Communication	3
Pcj 394	Professional Portfolio	1
Select TWO of the following courses		6
Art 235	Video Production	3
Pcj 212	Journalism: News Reporting and Writing	3
Pcj 316	Advanced Professional Communication	3
Pcj 317	Workshop in Journalism	3
Pcj 318	Writing for Evolving Media	3

TOTAL **19**

PSYCHOLOGY MINOR

Psy 100	General Psychology	3
Psy/Soc 311	Research Methods I	3
Psy 475	History and Systems of Psychology	3

Select 12 credits from the following sets, with at least one course from each set

SET 1

Psy/Soc 200	Social Psychology	3
Psy 205	Lifespan Development	3
Psy 235	Abnormal Psychology	3
Psy 370	Personality	3
Psy 380	Principles of Counseling	3

SET 2

Mat 202	Probability and Statistics	3
Psy 304	Psychology of Learning	3
Psy 312	Research Methods II	3
Psy 341	Drugs and Behavior	3
Psy 360	Animal Behavior	3

Psy 446	Psychobiology	3
Psy 448	Cognitive Psychology	3

TOTAL **21**

RECREATION/LEISURE MINOR

Rec 120	Introduction to Recreation/ Leisure Services	3
Rec 122	Leadership Training in Recreation	3
OR Rec 232	Program Development and Planning	3
Rec 234	Outdoor Pursuits I	3
OR Rec 235	Outdoor Pursuits II	3
REC ELECTIVES		12

TOTAL **21**

SOCIAL STUDIES MINOR

24 credits in Economics, Geography, Sociology, Anthropology, History, Political Science, Psychology with a minimum of 15 upper level credits

TOTAL **24**

WABANAKI STUDIES MINOR

Ant 100	Introduction to Anthropology	3
Ant/Hty 471	Prehistory of Northeastern North America	3
Edu 375	Wabanaki Education	3
Eng 376	Native American Narratives	3
Wab 100	Introduction to Micmac Language	3
Wab 105	Introduction to Maliseet Language	3
Wab 110	Wabanaki Worldviews	3

TOTAL **18**

WRITING MINOR

Required:

Eng 211	Introduction to Creative Writing	3
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OR

Pcj 180	Introduction to Professional Communication and Journalism	3
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Select at least 18 credit hours from among the following courses:

Eng 311	Poetry Workshop*	3
Eng 312	Fiction Writing Workshop*	3
Eng 313	Nonfiction Workshop*	3
Eng 314	Screenwriting Workshop*	3
Pcj 315	Professional Communication	3
Pcj 316	Advanced Professional Comm.	3

*course may be taken twice for credit

TOTAL **21**

CERTIFICATE PROGRAMS

Students who complete the requirements outlined below will receive a certificate and have the certificate noted on their UMPI transcript. Students in UMPI degree programs may earn certificates, as may students who are not enrolled in a degree program. Students in UMPI degree programs should declare their intention to complete a Certificate by completing a Request for Change of Major/Advisor form available through the Advising Office. Students not enrolled in degree programs at UMPI may enroll in a Certificate by contacting the Office of Student Records.

UMPI offers the following certification programs:

Geographic Information Systems (GIS)

The certificate is designed for students majoring or working in related fields who wish to enhance their employment prospects or future graduate work with skills in geographic information systems (GIS). Such skills are in demand in the fields of environmental management, community and urban management, information management, business management, marketing, criminal data mapping, wildlife management, natural resource management, tourism management, forestry, and land use planning.

GIS (GEOGRAPHIC INFORMATION SYSTEMS) CERTIFICATE PROGRAM

Required Courses (11 credits)

Bus 345	Database Management	3
Env 308	GIS I - Fundamentals of GIS	4
Env 408	GIS II - GIS Applications and Advanced Spatial Analysis	4

Electives (select at least TWO courses with minimum total 6 credits):

Cos 105	Computer Programming	3
Bus 200	Intermediate Business Computing	3
Bus 244	Management Information Systems	3
Bus 245	Programming for Managers	3
Bus 405	Special Topics in MIS	3

TOTAL **17**

Mental Health Rehabilitation Technician/Community Certification (MHRT/C)

The State of Maine mandates special training for employment in certain public welfare positions. Individuals planning to provide community support services in positions funded by the Department of Health and Human Services and MaineCare (formerly Medicaid) must meet specific knowledge competencies. To meet these competencies and be issued full Mental Health Rehabilitation Technician/Community (MHRT/C) certification, such persons must complete ten (10) course areas through a combination of approved courses, workshops, or waivers. Graduates of an accredited Bachelor of Social Work program meet the requirements for Full MHRT/C certification upon completion of their degree and by completing Psy 374 (Vocational Aspects of Disability).

A provisional MHRT/C certificate may be issued when five

(5) specific course requirements are met through academic courses, non-academic courses, approved workshops and/or training, or waivers based on experience. These are Introduction to Community Mental Health, Psychosocial Rehabilitation, Crisis Identification and Resolution, Cultural Competency/Diversity, and Interviewing and Counseling. The remaining five courses must be completed within two years of the date the provisional certificate was issued.

Individuals wishing to receive MHRT certification must apply through the Office of Adult Mental Health Services at the Department of Health and Human Services. The application as well as the guidelines for this process may be found at: http://muskie.usm.maine.edu/cfl/MHRT/community_guidelines.htm

The following classes at the University of Maine at Presque Isle fulfill requirements for the educational competencies that are required:

COMPETENCY	UMPI EQUIVALENT	
* Interviewing & Counseling	PSY 380	Principles of Counseling
Mental Health & Aging	SOC/SWK 325	Gerontology
* Intro. to Community Mental Health	SWK 207	Community Mental Health Counseling
* Psychosocial Rehabilitation	SWK 236	Psycho-Social Rehabilitation
* Crisis Identification & Resolution	SWK 381	Crisis Intervention
* Cultural Competency/Diversity	SWK 305	Ethnicity and Multiculturalism
Substance Abuse w/ a Dual Diagnosis	PSY 382	Substance Abuse Counseling
Case Management	SWK 309	Case Management Practice
Sexual Abuse, Trauma, & Recovery	SWK 307	Incest and Sexual Abuse
Vocational Aspects of Disability	PSY 374	Vocational Aspects of Disability

**Provisional Level B Certification is granted when these five courses requirements have been met through academic courses, non-academic courses, approved workshops and/or training, or waivers based on experience.*

Course Descriptions

Course Descriptions

American Sign Language

College of Arts & Sciences

ASL 101 AMERICAN SIGN LANGUAGE

3 credits. Overview of American Sign Language (ASL), Deaf culture, and non-verbal communication. Students will develop a basic understanding of the history and use of ASL and learn to communicate through expressive and receptive ASL. Course meets requirement for State of Maine endorsement: Teacher of Students Who Are Deaf/Hard of Hearing.

Anthropology

College of Arts & Sciences

ANT 100 INTRODUCTION TO ANTHROPOLOGY

3 credits. Prerequisite: A passing score on both the reading and writing placement tests or successful completion of Eng 100 or a non-degree seeking student. The development of the human as a bio-cultural phenomenon. Special emphasis on human paleontology, race biology, human prehistory and the development of culture. Considerations of such human institutions as social/political organizations, marriage/family and kinship descent patterns, religions, economics and culture change. The approach is cross-cultural. Archaeological methods and findings are referred to throughout the course.

ANT 110 WORLD RELIGIONS

3 credits. Introduction to five religions that, because of their impact on world civilizations, are known as the "great" religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Particular emphasis is given to these religions as active contributors to culture and civilization, and as shapers of current political ideologies and dilemmas.

ANT 200 ARCHAEOLOGY

3 credits. Prerequisite: Ant 100. A survey course covering the purpose, theory, and methods of Archaeology. Fundamental scientific methods of excavation, inquiry, and analyses linked to geological and cultural theory and process. Students

will engage in topic specific research and writing. Course will include hands-on activities with archaeological collections and field trips.

ANT 377 ARCHAEOLOGY FIELD SCHOOL

3-6 credits. Introduction to archaeological field techniques through excavation of an archaeological site. Intensive training in site survey, excavation technique, recording, analysis and preliminary interpretation of archaeological materials. Students will work with Mi'kmaq and Maliseet tribal members to conduct ethical research and address indigenous peoples' concerns regarding sensitive issues.

ANT/HTY 471 PREHISTORY OF NORTHEASTERN NORTH AMERICA

3 credits. Examines the history of northeastern North American native peoples from first evidence to the arrival of Europeans to contemporary Tribes. Emphasis is placed on theories of initial human colonization, glacial and post-glacial adaptation, changes in social structure, and interaction with Europeans. Examines contemporary controversy regarding Native sovereignty and self-determination.

Art

College of Arts & Sciences

ART 101 BASIC DESIGN

3 credits. A foundation studio course that introduces basic studio materials and concepts of visual design and color theory in two dimensions. Emphasis on development of visual literacy and encouragement of artistic perception. Studio fee.

ART 102 THREE-DIMENSIONAL DESIGN

3 credits. A basic design course of studio projects that explores ideas common to sculpture and environmental thinking, as well as more specific forms of design and craftsmanship. Studio fee.

ART 103 DRAWING I

3 credits. An introductory course in drawing that emphasizes basic drawing techniques, an introduction to figure drawing, and the development of drawing as an expressive medium. Studio fee.

ART 104 FIGURE DRAWING

3 credits. An introductory course in figure drawing through specific projects and working from a live model. Studio fee.

ART 107 EXPERIENCE OF THE ARTS

3 credits. A basic survey of creative expression that explores the content of creative disciplines such as music, dance, film, painting, sculpture, drama, literature, culture and the individuals who participate in creating them, and those of us who view and hear them. Studio fee.

ART/ENG 116 INTRODUCTION TO FILM

3 credits. An examination of motion pictures as a fine art medium. Students will write about, read about, and discuss film as an art form, a business, and a mode of expression. Students will learn to critique film and to understand the general makeup of a film production: cinematography, screenplay, acting, directing, etc.

ART 203 DRAWING II

3 credits. Prerequisite: Art 103. Intermediate work with drawing problems, with emphasis on the individual student and his or her relationship to the work. Individual and group critiques. Studio fee.

ART 211 ART HISTORY I

3 credits. The visual arts of the Western tradition from prehistoric times to the Gothic age, emphasizing the ancient Mediterranean world, illustrating the place of the fine arts in social and cultural life, and developing judgment in analysis and criticism. Studio fee.

ART 212 ART HISTORY II

3 credits. Renaissance to Modern Times. Continuation of Art 211. May be taken without Art 211. Studio fee.

ART 221 SCULPTURE I

3 credits. Basic plastic ideas and materials, constructive casting, carving, and welding methods introduced. Individual and group critiques of student work emphasized. Studio fee.

ART 231 COMPUTER ART I

3 credits. An introduction to the use of the computer as an art tool through basic

drawing and painting programs. Studio fee.

ART 235 VIDEO PRODUCTION

3 credits. A digital art course designed to give students a solid foundation in the use of video as a creative medium. Includes basic shooting, script development, production skills, and digital editing. Studio fee.

ART 242 CERAMICS I

3 credits. An introduction to working with the properties and the behavior of clay and glazes using hand-building and throwing techniques. Discussion on design quality and clay in relation to other art forms will be stressed. A brief history of ceramics throughout the world will be covered. Studio fee.

ART 251 PHOTOGRAPHY I

3 credits. Photography as a medium of creative expression with emphasis on seeing, dark room procedures, and basic photographic techniques. Studio fee.

ART 261 PAINTING I

3 credits. Basic skills in creating a painting through the use of oils and acrylics. Various methods of painting are introduced. Emphasis on creative development. Studio fee.

ART 270 RELIEF PRINT AND INTAGLIO

3 credits. An introduction to concepts and techniques of relief and intaglio printmaking. Includes carving woodcuts and linocuts, etching copper plates.

ART 281 FOUNDATION FOR ART EDUCATION

3 credits. Introduces historical, philosophical, political, psychological and sociological foundations of art education; theories of child art; a critical examination of current trends, research, and issues in art education. Extensive research on the literature of art education will be conducted.

ART 285 WATERCOLOR

3 credits. Introductory course in watercolor that emphasizes figure and landscape toward the development of watercolor as an expressive medium. This is accomplished through the completion of painting projects from live models and

outdoor subjects. Emphasis placed on the progressive development of skills using watercolor painting techniques. Studio fee.

ART 311 MODERN ART HISTORY

3 credits. Prerequisites: Art 211 and Art 212. Twentieth Century painting, sculpture, architecture, photography, and other design systems, schools, and masters from Matisse to Damien Hirst. Studio fee.

ART 312 AMERICAN ART HISTORY

3 credits. Prerequisites: Art 211 and Art 212. A survey of American architecture, paintings, sculpture, and the minor arts from the colonial period to the present. Emphasis is placed on identifying an American tradition. Studio fee.

ART 313 19TH CENTURY ART HISTORY

3 credits. Prerequisites: Art 211 and Art 212. This course covers the major vanguard movements from Neo-Classicism to Post-Impressionism and Symbolism. Special interests include Barbizon landscape painting, early Realism, Courbet and Scientific Thought, illustrations of the plight of women in early Realism, the origins of Impressionism, Vincent van Gogh, and Paul Gauguin. Studio fee.

ART 314 ART OF THE NEAR AND FAR EAST

3 credits. Prerequisites: Art 211 and Art 212. The major artistic movements in Iran, India, China, Japan and related areas in their cultural settings. Emphasis on the philosophical and religious questions asked of the images. Studio fee.

ART 316 CONTEMPORARY FILM

3 credits. Critical approaches; specifically the director as auteur and auteur theory as examined and evaluated through video screening of the films of Federico Fellini, Ingmar Bergman, Stanley Kubrick, Rainer Fassbinder, Francois Truffaut, Jean-Luc Godard, Akira Kurosawa, Satyajit Ray, and other post-WW II filmmakers. Studio fee.

ART 321 SCULPTURE II

3 credits. Work in this course extends the investigation into specific materials and construction technologies pertaining to sculpture forms and the intentions and direction of the more advanced sculpture

student. A wide range of skills in welding metal, casting, stone, and wood carving are offered. Studio fee.

ART 342 CERAMICS II

3 credits. Prerequisite: Art 242. Provides an opportunity to further explore the ceramic medium, in hand-building or in use of the potter's wheel, or both. Greater emphasis is placed on defining personal objectives, whether these tend toward production, sculpture, industrial design, or developing resources for teaching others. Studio fee.

ART 351 PHOTOGRAPHY II

3 credits. Prerequisite: Art 251. Seeks to expand on technical and aesthetic considerations developed in Photography I, and to create an environment in which individuals can move closer to their own objectives in photographic imagery. Greater emphasis on knowledge of history of photography and significant trends in contemporary photography. Studio fee.

ART 361 PAINTING II

3 credits. Prerequisite: Art 261. Increased emphasis on a personal direction in painting in relation to a specific interest and continued development of technical skills. History of painting and significant contemporary trends are examined. Development of individual creativity stressed. Studio fee.

ART 381 ART METHODS I

3 credits. This course will develop various strategies for teaching art for levels K-6. An important component will be to do hands-on projects structured around theoretical background pertinent to the student's age and development. Classroom management and techniques will be examined. Studio fee.

ART 382 CURRICULUM DESIGN

3 credits. The course will examine issues related to the making of an art curriculum for K-12. Special attention will be given to the nature of the learner and his/her potential and particular needs. Students will have the opportunity to create a curriculum that will be aimed at a specific age group.

ART 383 ART METHODS II

3 credits. This course will develop various strategies and examine methods for teaching art at levels 7-12. An important component will be to create a portfolio of projects structured around a theoretical background pertinent to the student's age and state of development. Classroom management techniques will be discussed. Studio fee.

ART 400 ART STUDY TOUR

3 credits. An art study tour of cities, museums, and other cultural sites in another country. Students work on individual or group visual or research projects that relate to the culture and art being studied. Preparatory lectures and research required.

ART/ENG 403 FILM SEMINAR

3 credits. Prerequisite: Art/Eng 116. Advanced study in specific film genres, technologies, aesthetics, theory and criticism, or directors.

ART 411 AESTHETICS

3 credits. Philosophical issues in art are examined from both historical and contemporary perspectives. Writing is used in conjunction with specific works of art to familiarize students with the history of art theory and to examine contemporary issues such as definition of the work of art, aesthetics and the natural environment, and various political issues. Studio fee.

ART 413 RENAISSANCE ART HISTORY

3 credits. Prerequisites: Art 211 and Art 212. European painting, sculpture and architecture of the 15th and 16th centuries with emphasis on the art of Italy and on the arts as a medium expressive of evolving human history and philosophy. Studio fee.

ART 416 GREAT FILM DIRECTORS SERIES

3 credits. Examining the filmographies of one Master Film Maker: Fritz Lang, Alfred Hitchcock, Jean-Luc Godard, Martin Scorsese, and others. Emphasizing an in-depth analysis of the director as auteur and theorist, and their understanding of the aesthetics of film language. Screening representative films,

lectures, written assignments. May be repeated in differing topics. Studio fee.

ART 451 PHOTOGRAPHY III

3 credits. Prerequisite: Art 351. Designed to help students clarify and establish a personal direction in photography. The student will be required to approach his/her work on very personal terms as a semi-professional artist. A one-person show with accompanying documentation is required. Studio fee.

ART 461 PAINTING III

3 credits. Prerequisite: Art 361. Explore and expand the scope of your personal relationship to painting. Introduces written documentation of painting ideas in conjunction with studio work. Examination of significant contemporary and innovative trends in painting. Class presentation on a relevant major painter required. Museum trip(s). Studio fee.

ART 492 SPECIAL PROBLEMS IN FINE ART

3 credits. Prerequisite: 18 hours of art. Independent studies through intensive problems in selected areas of studio art, art history, or film. May be repeated in differing topics with approval of instructor. Studio fee.

ART 495 STUDENT TEACHING

15 credits. Prerequisite: Art 498. Fifteen weeks of observation, teaching, and classroom management under supervision and guidance. Students will be placed in two different sites (K-6 and 7-12 levels).

ART 498 SENIOR ART EDUCATION PROJECT

6 credits. Prerequisites: Art 381, Art 383. A two-semester course that requires the production of a portfolio of projects that reflect personal artistic inquiry. The projects are theoretically tied to issues in contemporary Art Education and the functional application of these theories in the classroom.

ART 499 SENIOR ART PROJECT

6 credits. Prerequisite: 9 hours in major emphasis. Formulation and in-depth study of an advanced problem based in the student's major emphasis, carried out with the approval and guidance of a Fine Art advisor. Fall/spring enrollment in

same calendar year required. BFA: written and oral defense of artwork will terminate in a one-person exhibition and thesis. BA Studio emphasis: written and oral defense of artwork will terminate in a one-person or group show. BA Art History/Film emphasis: oral defense and presentation of thesis.

Athletic Training

College of Professional Programs

ATH/PHE 101 INTRODUCTION TO ATHLETIC TRAINING AND FITNESS PROFESSIONALS

3 credits. This course will cover the historical perspective of athletic training, allied health care professions, and the fitness industry. Course focuses on disciplines of sport science, sports medicine, and rehabilitative therapy including alternative therapy methods. Other topics included are professional organizations, position statements, various employment settings, and national and state certification and licensure.

ATH 225 STRENGTH TRAINING TECHNIQUES AND CONDITIONING

3 credits. This course is a comprehensive introduction to the basics of strength training and conditioning. Students will learn to develop, implement and assess the results of training programs for gaining strength, power and athletic performance.

ATH 244 TECHNIQUES OF ATHLETIC TRAINING

2 credits. This course will cover theoretical issues and practical aspects of the athletic training room. Topics include bloodborne pathogen control, supportive taping/protective bracing/and padding procedures, techniques of fitting athletic and orthopedic equipment, therapeutic massage, as well as presentations of professional behavior, legal concerns, health care administration and environmental considerations.

ATH 245 ATHLETIC TRAINING CLINICAL

2 credits. Prerequisites: Admission to the Athletic Training Program. CPR/First Aid certification. The course will contain didactic and preceptorship components under the direct supervision of an ap-

proved clinical instructor (ACI) and/or a clinical instructor (CI). Assignments will be coordinated by the ATEP Clinical Coordinator and Program Director. Fee.

ATH/PHE 246 ASSESSMENTS OF THE LOWER EXTREMITIES, LUMBAR SPINE AND PELVIS

4 credits. A lecture and laboratory course in which the students will develop the competencies needed to assess lower extremities, lumbar spine and pelvic injuries. The students will learn the signs and symptoms of common athletic injuries to the lower extremities. Three hours of lecture and two hours of lab per week.

ATH/PHE 342 ASSESSMENTS OF THE UPPER EXTREMITIES, THORACIC, CERVICAL SPINE & HEAD

4 credits. Prerequisites: Bio 261 and Ath/Phe 246. A lecture and laboratory course in which the students will develop the knowledge and competencies needed to assess upper extremities, cervical/thoracic spine, and head injuries. The students will gain knowledge of the signs and symptoms of common athletic injuries to the upper extremities and head.

ATH/PHE 343 THERAPEUTIC REHABILITATION IN ATHLETIC TRAINING

4 credits. Prerequisites: Bio 262 and Ath/Phe 342. Therapeutic rehabilitation will explore current trends in exercise rehabilitation, muscle testing, evaluation, and analysis of those techniques and trends. Students will be given the opportunity to develop and implement rehabilitation plans for specific injury conditions. Three lecture hours and two laboratory hours per week. Lab fee.

ATH 345 ATHLETIC TRAINING CLINICAL I

2 credits. This introductory clinical experience provides the student athletic trainer with an opportunity to apply basic entry-level skills and knowledge under the direction and supervision of certified athletic trainers. Concentration is paid to prevention, evaluation, management, and rehabilitation of injuries. Fee.

ATH 346 ATHLETIC TRAINING CLINICAL II

2 credits. Prerequisites: Athletic Training major, junior standing, and Ath 345.

This clinical experience is a continuation of the clinical level I course, which provides the student an opportunity to apply more advanced skills and knowledge under the supervision of certified athletic trainers. Concentration is paid to prevention, evaluation, management, and rehabilitation of injuries. CPR/First Aid certification required. Fee.

ATH/PTA 380 THERAPEUTIC MODALITIES

4 credits. Prerequisites: Bio 201 and Bio 262. Students will investigate and analyze indications, contraindications, biophysics, and set-up procedures for agents that aid in the healing of injury, reduction of pain, or assistance in the rehabilitation process. Three lecture hours and two laboratory hours per week.

ATH 400 ATHLETIC TRAINING CLINICAL III

2 credits. Prerequisites: Athletic Training major, senior standing, Phe 340 and Ath 346. The class will contain didactic and preceptorship components under the direct supervision of an approved clinical instructor (ACI) and/or a clinical instructor (CI). Assignments will be coordinated by the ATEP Clinical Coordinator and Program Director. CPR/First Aid certification required. Fee.

ATH 401 ATHLETIC TRAINING CLINICAL IV

2 credits. Prerequisites: Athletic Training major, senior standing, Ath 400. This clinical experience is a continuation of the clinical level III course. The class will contain a 200-hour preceptorship component under the direct supervision of an approved clinical instructor (ACI) and/or a clinical instructor (CI). Assignments will be coordinated by the ATEP Clinical Coordinator and Program Director. CPR/First Aid certification required. Fee.

ATH 404 GENERAL MEDICAL CONDITIONS IN THE ATHLETE AND PHARMACOLOGY

4 credits. Prerequisites: Bio 262 and Ath/Phe 342. This course is a study of general medical conditions and disabilities of athletes and others involved in physical activity. Study of evaluation techniques including interviewing clients, inspection, auscultation, and palpation, as well as pharmacology treatments.

Three lecture hours and two laboratory hours per week. Lab Fee.

ATH/PHE 487 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING

3 credits. Prerequisite: Ath/Phe 342. This course will provide the student with the necessary knowledge and skills to manage an athletic training facility. Topics include personnel, program, information, and financial resources management, facility design and planning, testing, computer-based record keeping, presentations, policy and procedure development, resumes and interview techniques.

Biology

College of Arts & Sciences

BIO 103 HUMAN BIOLOGY

3 credits. Prerequisite: A passing score on the science placement test or successful completion of SCI 100 or a non-degree seeking student. Human biology will focus on the structure and physiology of the bodily systems. This information forms the basis for explanations of what and why significant changes in these systems cause health problems. The individual human will also be discussed with respect to the environment and healthy living.

BIO 112 GENERAL BIOLOGY I

4 credits. Prerequisite: A passing score on both the mathematics and the science placement tests or successful completion of Sci 100 and Mat 17. The first semester of a two-semester lecture and laboratory course in biology which serves as the prerequisite for upper level biology courses. The lecture portion introduces the basic principles and levels of biological organization from the cell through the organism to ecosystems. The laboratory introduces scientific investigative procedures, methods, equipment, and techniques as applied to selected biological phenomena. Three lecture hours and three laboratory hours per week. An Honors section combines lecture and laboratory during two three-hour class meetings each week and uses lecture-free teaching methods. Offered fall semester. Lab fee.

BIO 113 GENERAL BIOLOGY II

4 credits. Prerequisite: Bio 112. The second semester of a two-semester lecture and laboratory course in biology which serves as the prerequisite for upper level biology courses. The lectures introduce the diversity of life through a phylogenetic survey of major taxa in the five kingdom classification system. The laboratories introduce the morphology of living organisms representative of the major taxa. Three lecture hours and three laboratory hours per week. Offered spring semester. Lab fee.

BIO 171 PRINCIPLES OF WILDLIFE MANAGEMENT

3 credits. Prerequisite: A passing score on the science placement test or successful completion of SCI 100 or a non-degree seeking student. This is an introductory class with no prior knowledge of wildlife necessary. It focuses on the history of wildlife management; public attitudes, values, and perceptions and their social and cultural impacts; economics; animal wildlife with respect to food, cover, population ecology and water; forest management and wildlife.

BIO 260 PRINCIPLES OF HUMAN ANATOMY AND PHYSIOLOGY

5 credits. Prerequisite: Bio 113 (Bio 112 for MLT majors). A lecture and laboratory course in human anatomy and physiology for students majoring in biology or the health sciences. A functional and anatomical study of each of the organ systems of the human body is followed by a corresponding laboratory exercise. The human skeleton and laboratory rat are the primary anatomical specimens used for the lab. They are supplemented with models of the human body. Three lecture hours and two laboratory hours per week. Lab fee.

BIO 261 HUMAN ANATOMY & PHYSIOLOGY I

4 credits. Prerequisites: Declared major in Athletic Training, Biology, Physical Education, or Physical Therapist Assistant. The first semester of the two-semester intermediate level sequence, lecture and laboratory (Bio 261, 262) on the structure and function of the human body. Topics

covered include: tissues, integumentary system, nervous system, skeleton, joints and muscular system. Three lecture hours; two laboratory hours per week. Fall semester. Lab fee.

BIO 262 HUMAN ANATOMY & PHYSIOLOGY II

4 credits. Prerequisite: Bio 261. Topics include the somatic and special senses, and the following systems: endocrine, cardiovascular, lymphatic, respiratory, digestive (including nutrition and metabolism), urinary and reproductive. Spring semester. Lab fee.

BIO 300 HUMAN NUTRITION

3 credits. Prerequisite: Bio 112 or Bio 161 or Chy 111 or Chy 121. A "lecture-free" course using inquiry-based activities to explore nutrients, human metabolism, energy balance, nutrition for fitness and sports, eating disorders, and food safety. During a service-learning component, each student completes a nutritional assessment of a volunteer participant using computer software for diet and activity analysis. Offered spring semester.

BIO 310 ORNITHOLOGY

4 credits. Prerequisite: Bio 113. A lecture and laboratory course which presents an overview of the evolution, anatomy, physiology, behavior, and ecology of birds. Laboratory activities emphasize identification of families and local species. Three lecture and laboratory hours per week, plus an overnight Saturday field trip. Offered spring semester. Lab fee.

BIO 316 GENERAL MICROBIOLOGY

5 credits. Prerequisite: Bio 113 (Bio 112 for MLT majors). A lecture and laboratory course which presents a survey of microorganisms emphasizing fungi and bacteria for students majoring in biology or the health sciences. The classification, genetics, physiology, life history, and ecology of representative microorganisms along with virology, immune system, serology, microscopy and biotechnology are studied. Laboratory experiences include culturing, isolation and identification of bacteria and fungi. Additional components include procedures associated with water quality, serology, antimicrobial

testing, phase contrast, and fluorescent microscopy. Three lecture hours and four laboratory hours per week. Lab fee.

BIO 327 BIOCHEMISTRY

4 credits. Prerequisites: Chy 111 & Chy 112 or Chy 121 & Chy 122. A lecture and laboratory course which presents an introduction to biochemistry with studies concerning functional groups, buffer systems, biochemical classification, and basic biochemical molecules. Buffers, proteins, carbohydrates and lipids are studied by qualitative and quantitative techniques in the laboratory. Three lecture hours and three laboratory hours per week. Lab fee.

BIO 332 PLANT TAXONOMY

4 credits. Prerequisite: Bio 113. A lecture and laboratory course which presents an introduction to the structure, evolution and economic importance of vascular plants emphasizing the flowering plants. Principles of identification, classification, and nomenclature are studied. Laboratory includes a survey of vegetative and floral structures used in identification, and student collections involving pressing, mounting, databased application, identification of local plants and use of the herbarium. Three lecture hours and three laboratory hours per week. Lab fee.

BIO 350 GENETICS

4 credits. Prerequisite: Bio 113. Using inquiry based activities, students explore molecular and classical genetics including DNA, protein synthesis, genetic engineering, mutations, cell reproduction, Mendelian inheritance, gene mapping and chromosome abnormalities. Human heredity and disease are emphasized. Mt. Desert Island Biological Laboratory hosts the class for a required short course in molecular biology research techniques during October break. Short student presentations throughout the semester. Lab fee.

BIO 360 VERTEBRATE BIOLOGY

4 credits. Prerequisite: Bio 113. A lecture and laboratory course which presents an overview of the vertebrate evolution,

taxonomy, anatomy, and physiology. Laboratory activities emphasize local vertebrates and include a field trip, examination of vertebrate specimens, dissections, and experiments. Three lecture and three laboratory hours per week. Lab fee.

BIO 430 MOLDS AND MUSHROOMS

4 credits. Prerequisite: Bio 113. A lecture and laboratory course which presents an introduction to the fungi. The lectures study the life histories of the major groups with an emphasis on the classification, genetics, physiology, ecology, and economic importance of the higher fungi. Laboratories give experience in collecting, database applications, preserving, isolating, culturing, identifying, and using fungi in experimental work. Three lecture hours and three laboratory hours per week. Lab fee.

BIO 445 INVERTEBRATE ZOOLOGY

4 credits. Prerequisite: Bio 113. A lecture and laboratory course in which an overview of the organismal diversity within the invertebrates is given by studying the biology of selected taxa. This information is coordinated with the labs to critically examine current hypotheses in phylogeny and supported by a weekend field course to a marine biological center. Three lecture hours and three laboratory hours per week. Lab fee.

BIO/ENV 489 SCIENCE SEMINAR

3 credits. Prerequisites: Any of the following majors or minors with junior or senior status: science major, science minor, secondary or elementary education major with concentration in biology or science; Eng 201. In this Writing Intensive course, students will learn how to choose an appropriate scientific topic for a research project; will complete weekly written and/or oral assignments designed to improve science writing and presentation skills; will submit a final manuscript in a form suitable for publication in a peer-reviewed journal; will present their final product in a public forum. Each week, students will participate in both peer-evaluations and discussions of their assignments.

Business

College of Professional Programs

BUS 100 PERSONAL FINANCE

3 credits. Covers budgeting and planning personal revenues, expenses, and investments. Specific areas include education, insurance (life, medical, auto, and real estate), interest rates and the effect on consumer buying and investing, real estate (buy, rent or build), mutual funds (load, no-load, open end and closed end funds), building a portfolio of stocks and bonds, reading and understanding financial data, and the need for wills and trusts.

BUS 101 INTRODUCTION TO BUSINESS

3 credits. This course is intended to help first year business management students clarify their business education and career goals. Basic concepts of management, marketing, operations, finance, and human resource management will be surveyed. Classroom lectures will be supplemented by field trips to local businesses and lectures by guest speakers.

BUS 125 INTRODUCTION TO BUSINESS COMPUTING

3 credits. Introduction to business computing and hands-on training with professional application software used by modern businesses. Provides a working knowledge of word processing and an in-depth understanding of spreadsheets, brackets, and database management systems.

BUS 150 INTRODUCTION TO FINANCIAL ACCOUNTING

3 credits. Prerequisite: Mat 17 or equivalent. Topics include transaction analysis, recording accounting information, and preparation of financial statements. Additional topics include accounting for sales, cost of sales, inventory, and other assets. The emphasis is on communicating financial information to external users. Students use accounting software to establish and maintain an accounting system for a simulated business.

BUS 200 INTERMEDIATE BUSINESS COMPUTING

3 credits. In-depth exploration of the advanced features of the Microsoft Office

suite. Integration of spreadsheet and database information into reports and presentations and querying functions. Students lacking significant prior experience with business computing are advised to take Bus 125 or prior to enrolling in this class.

BUS 220 MANAGERIAL ACCOUNTING

3 credits. Prerequisite: Bus 109 or Bus 110 or Bus 150. Accounting for internal decision making, planning, and control purposes. The manufacturing environment is emphasized. Topics include cost behavior and analysis, relevant costs, job order and process cost systems, budgeting, and standard costs.

BUS 244 MANAGEMENT INFORMATION SYSTEMS

3 credits. Prerequisite: Bus 125 or Bus 200. This course will provide an introduction to computer and telecommunications information systems. Topics covered will include information system concepts, hardware and software systems components, basics of systems operation, and the ethical use of information systems in culturally diverse organizations and societies. This course is designed to accommodate non-business majors who wish to gain a greater understanding of information systems.

BUS 245 PROGRAMMING FOR MANAGERS

3 credits. Prerequisite: Bus 125 or Bus 200. Programming structure for modern programming languages used in businesses. The necessary skills of programming design, structures, testing, documentation, implementation, and maintenance are accomplished using PC-based programming tools. Provides MIS students and manager with an understanding of how object-oriented programming can be used to enhance business applications.

BUS 246 INTRODUCTION TO WEB PAGE DESIGN

3 credits. Prerequisite: Bus 125 or Bus 200. Hands-on computer class to teach students how to build Web pages using HTML, Cascading Style Sheets (CSS), light Java Scripting, and a Web authorizing tool. Students will design and develop web pages for a business and a personal web page.

BUS 301 INFORMATION SYSTEMS AND ACCOUNTING

3 credits. Prerequisites: Bus 125 and Bus 150 or Bus 200. This course covers electronic data processing systems and accounting applications. It provides a thorough background on data organization for electronic accounting systems. EDP controls and fraud prevention are covered to provide an evaluation of the company's overall internal control.

BUS 320 PROCESS OF MANAGEMENT

3 credits. Prerequisite: junior standing. The student will be introduced to management theory, ethics, organizational behavior, management science, communications, and leadership. This learning experience will help students understand the universality of management, that the decision making process is integral for all organizations (government, education, business firms, and social), and that it is used at every level of the organizational structure.

BUS 321 HUMAN RESOURCE MANAGEMENT

3 credits. Prerequisite: junior standing. How organizations manage people as a key resource. Topics covered are job analysis, planning, recruiting and selection, discrimination laws, training, compensation, and collective bargaining.

BUS 325 FINANCIAL MANAGEMENT

3 credits. Prerequisite: Bus 220. This course emphasizes the role of the financial manager in forecasting and planning, coordination and control, dealing with financial markets, and, primarily, major investment and financing decisions. Coverage includes financial statement analysis, the time value of money, valuation of securities, the cost of capital, capital budgeting, capital structure, financial forecasting, and managing and financing current assets.

BUS 330 MARKETING MANAGEMENT

3 credits. Marketing considers how organizations identify their distinctive competence to serve customer needs in a competitive environment. Topics include marketing ethics, consumer behavior, new product development, market forecasting, sales management, industrial buyer behavior, and international marketing.

BUS 341 ENTREPRENEURSHIP

3 credits. Managing and growing a small business after start-up. Students are provided with the background theories for understanding the role of the entrepreneur. Development of a strategic plan for a growing business allows for analysis of the issues and problems that an entrepreneur is likely to encounter. Increases awareness of entrepreneurship, but also teaches critical analysis skills.

BUS 345 DATABASE MANAGEMENT

3 credits. Corequisite: Bus 244. This course focuses on the database components of an information system. Topics covered include database models, data structures, storage, retrieval, manipulation, and reporting within organizations. Special emphasis will be placed on database applications within the functional areas of business such as human resources, finance, accounting, marketing, and operations.

BUS 350 BUSINESS LAW I

3 credits. The study of the legal system, business ethics, torts, and product liability, with particular emphasis on contract and sales law.

BUS 352 BUSINESS LAW II

3 credits. The study of agency, commercial paper, creditors' rights and bankruptcy, business organizations, federal securities regulation, accountant legal liability, property law including bailments and landlord/tenant, insurance, and wills and estates.

BUS 353 LEGAL AND ETHICAL ISSUES IN BUSINESS

3 credits. Prerequisite: Pcj 215. An overview of business and society, corporate social responsibility and ethics; focused study of legal topics including the Constitution, contracts, torts and government regulation. Developing analytical skills and professional communication skills are emphasized.

BUS 359 IT PROJECT MANAGEMENT

3 credits. Prerequisite: Bus 200 This course provides students with the fundamentals and best practices of information technology (IT) project management. Real-world project experience provides students with skills needed to deliver

projects on time, within budget, and to specification. Determining project scope, setting/management stakeholder expectations, identifying/managing IT risks, and meeting quality standards are all covered.

BUS 361 INTERMEDIATE ACCOUNTING I

3 credits. Prerequisite: Bus 109 or Bus 110 or Bus 150. Financial accounting and its basic theory. Analysis and preparation of financial statements, statements of income and retained earnings, balance sheet and statement of cash flows. Accounting treatment of current assets, valuation of inventories, accounting for property, plant and equipment, and depreciation.

BUS 362 INTERMEDIATE ACCOUNTING II

3 credits. Prerequisite: Bus 361. Accounting for liabilities, stockholders' equity, intangible assets, and long-term investments. Accounting for leases, income taxes, and pension obligations.

BUS 375 TOPICS IN ACCOUNTING AND FINANCE

3 credits. Prerequisite: Bus 220 and junior standing. Topics in accounting and finance not covered by regularly offered courses. Content varies to suit current needs. Course may be repeated for credit.

BUS 377 FEDERAL TAXATION

3 credits. Prerequisite: Bus 220. Determination of individual income taxation including income inclusions and exclusions, deductions, sales, exchanges, and other dispositions of property.

BUS 405 MIS SPECIAL TOPICS

3 credits. Corequisite: Bus 244. A seminar class investigating the newest topics in information systems. Using hands-on methodology, delve into an information systems topic relevant to today's innovative businesses. Topics are offered on a rotating basis. This course may be repeated for credit as long as the topics are different.

BUS 410 TOPICS IN BUSINESS MANAGEMENT

3 credits. Prerequisite: junior standing or higher. Research of an emergent topic followed by a service learning project designed to help local organizations or professionals develop strategies to deal with changes in economic and market conditions associated with the topic. May be taken more than once.

BUS 415 OPERATIONS MANAGEMENT

3 credits. Prerequisites: Mat 101 and Mat 140. Operations management focuses on those parts of an organization that manufacture products or deliver services, and form a key linkage between the organization and its customers. Topics include forecasting, planning, scheduling, and control of operations. A basic introduction will be provided to new concepts such as Total Quality Management, Statistical Process Quality Control, and Just-in-Time production systems.

BUS 432 INDEPENDENT AUDITING

3 credits. This course provides a logical framework of the fundamental steps comprising the auditing process and the application of Generally Accepted Auditing Standards. Special attention is given to the Code of Professional Ethics, the legal liability inherent in the Attest Function, the evaluation of internal control, and the audit of electronic data processing systems.

BUS 442 MIS PROJECTS

3-6 credits. Prerequisite: Bus 244. Service learning opportunity to work on information systems projects. Experience work on an information systems project by investigating a technology problem/opportunity for a real organization. Provides students with the opportunity to utilize their communication, teamwork, critical thinking, and project management skills while helping an organization infuse technology into its processes.

BUS 443 TELECOMMUNICATIONS AND NETWORKS

3 credits. Prerequisite: Bus 244. This course focuses on the use of telecommunications hardware and software to integrate the components of an information system into networks. Topics covered will include communications devices and carriers, distributed processing, and network software. Special emphasis will be placed on such common applications as e-mail, voicemail, local area networks, networking microcomputers and mainframes, and the internet.

BUS 464 ADVANCED ACCOUNTING

3 credits. Prerequisite: Bus 362. Specialized topics in financial accounting. The accounting treatment of mergers and

acquisitions, with special attention to the preparation of consolidated financial statements at the date of acquisition and post acquisition. An overview of accounting for inter-company profit and asset transfers. Partnership accounting and accounting for foreign currency translation.

BUS 466 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING

3 credits. Prerequisite: Bus 220; Corequisite: Bus 361. Accounting principles, procedures, and reporting requirements that apply to government (local, state, and federal) and not-for-profit organizations. Analysis and application of pronouncements from the GASB, fund accounting, financial statement preparation, and external reporting affecting government and not-for-profit organizations.

BUS 469 STRATEGIC PROFESSIONAL

3 credits. Prerequisite: Senior Status. Using business knowledge and analytical skills, students develop professional level oral and written communication skills. Experiential learning exercises provide opportunities to develop strategic solutions to situations confronting a hypothetical organization.

BUS/PSY 470 ORGANIZATIONAL BEHAVIOR

3 credits. Prerequisite: Bus 320. Organizational behavior focuses on how individuals, small groups, and entire organizations behave and interact and how changes in the workplace can result from broader changes in society. The course is intended to develop interpersonal "people skills" and "political skills" that are essential to effective management.

BUS 495 BUSINESS INTERNSHIP

6 credits. Prerequisite: senior standing or permission of instructor. Business majors have the opportunity during their senior year to apply and compete for an internship with a local business. Internships can be taken in the areas of marketing, personnel, accounting, production, or finance and will normally take place throughout a fifteen-week semester. The experiential content and student responsibilities will be determined by the faculty advisor and the employer.

Chemistry

College of Arts & Sciences

CHY 111 GENERAL CHEMISTRY I

4 credits. Prerequisite: A passing score on both the mathematics and the science placement tests or successful completion of Sci 100 and Mat 17. The first semester of a two-semester lecture and laboratory introductory course in general chemistry. Topics will include the study of the states of matter, structure of matter, chemical reaction, stoichiometric problems, and solutions, periodic relationships and periodic table. Three lecture hours and three laboratory hours per week. Lab fee.

CHY 112 INTERMEDIATE CHEMISTRY

4 credits. Prerequisite: Chy 111 or Physical Education or Athletic Training major. The second semester of a two-semester lecture and laboratory introductory course for students in allied health programs. Topics will include acids and bases, reaction rates, equilibrium constants, buffers, and organic chemistry. Three lecture hours and three laboratory hours per week. Lab fee.

CHY 122 GENERAL CHEMISTRY II

4 credits. Prerequisite: Chy 111 or Chy 121. The second semester of a two-semester lecture and laboratory course in general chemistry. Topics include intermolecular forces, solutions, chemical kinetics, chemical equilibria, acids and bases, ionic equilibria of slightly soluble salts and acids and bases, and an introduction to thermodynamics. Three lecture hours and three laboratory hours per week. Lab fee.

CHY 221 ORGANIC CHEMISTRY I

4 credits. Prerequisite: Chy 122. The first semester of a two-semester lecture and laboratory course in organic chemistry. The course presents a survey of the classes of organic compounds, their reactions with emphasis on mechanisms, and the relationship between structure and reactivity. Three lecture hours and three laboratory hours per week. Lab fee.

CHY 222 ORGANIC CHEMISTRY II

4 credits. Prerequisite: Chy 221. The second semester of a two-semester lecture

and laboratory course in organic chemistry. The course presents a survey of the classes of organic compounds, their reactions with emphasis on mechanisms, and the relationship between structure and reactivity. Three lecture hours and three laboratory hours per week. Lab fee.

Chinese

College of Arts & Sciences

CHI 101 INTRODUCTORY CHINESE I

3 credits. This is an introduction to modern standard Chinese (Mandarin) with emphasis on developing conversational skills by using fundamental grammatical patterns and vocabulary in functional and culturally suitable contexts. Simplified characters are used in this course, but traditional characters will also be introduced. Basic reading and writing will be taught. Some Chinese culture, history, and arts will be introduced in this course.

CHI 102 INTRODUCTORY CHINESE II

3 credits. This is a continuation of Introductory Chinese I. This course aims to communicate in Chinese for everyday purposes. The emphasis of this course is on language practice. The rules of grammar and pronunciation will also be taught carefully. The Chinese culture, history, art and local customs will also be introduced in this course.

Computer Science

College of Arts & Sciences

COS 105 COMPUTER PROGRAMMING

3 credits. Prerequisite: Mat 121. Introduction to operating systems and structured programming with a high-level language. Language syntax, including data types, formats, procedures, arrays, recursions, and functions. Design and analysis of computer algorithms, with emphasis on mathematically oriented problems.

Criminal Justice

College of Professional Programs

CRJ 100 INTRODUCTION TO CRIMINAL JUSTICE

3 credits. This course is designed to give the student a comprehensive overview of

the criminal justice system by examination of its three major components (police, courts and corrections). Particular emphasis is given to crime, how it is seen through the lens of the law enforcement community, and summary review of policies that address specific crime problems. Students are challenged to broaden their perspective on major challenges to the criminal justice system, and they are required to offer proposed solutions.

CRJ 201 CANADIAN CRIMINAL JUSTICE

3 credits. Prerequisites: Eng 100 with a grade of C- or higher OR Eng 101 and Soc 100. An exploration of the workings of the Canadian criminal justice system. From policing, through prosecution to sentencing and incarceration, students will discover all aspects of both the traditional justice system as well as alternatives to that system available in some parts of Canada.

CRJ 225 CRIMINAL JUSTICE ETHICS

3 credits. Prerequisite: Crj 100. This course provides an exploration of the field of criminal justice ethics encompassing the history of justice and theories of morality and ethics. Special attention will be given to concrete ethical issues and dilemmas which are encountered regularly by participants in the major components of the criminal justice system.

CRJ 227 CRIMINAL JUSTICE COMPUTING

3 credits. Prerequisite: Crj 100; Corequisite: Eng 100 with a grade of C- or higher OR Eng 101. Criminal Justice Computing is a unique course for UMPI students. It has a multifaceted design to ensure that students know the basics about major computer programs such as Word, Excel, and PowerPoint as well as commanding knowledge on finding one's way around the internet for information that will enhance the student's ability to help prevent or solve crime. A key component of this course is one designed to help the student learn to conduct peer-reviewed research and report his/her findings using APA in-text citation and reference style. Additionally, the course includes an emphasis on the breadth and nature of computer crimes.

CRJ 250 CRIMINAL LAW

3 credits. Prerequisite: Crj 100. A study of the philosophy and application of criminal law. Specific case studies will be employed.

CRJ 281 TOPICS IN CRIMINAL JUSTICE

3 credits. Prerequisite: Crj 100. Specialized content not covered in other courses. Topics will be chosen from current timely issues within Criminal Justice and driven by student and instructor interest. Course can be repeated for credit under different content.

CRJ 332 JUVENILE JUSTICE AND DELINQUENCY

3 credits. Prerequisites: Crj 227; Soc 230 and Eng 121. This course will give the student an all-encompassing overview of juveniles as they relate to the criminal justice system. Theories are examined in context of juvenile justice causation, followed by an exploration of comparisons between the juvenile and adult justice systems.

CRJ 350 CRIMINAL PROCEDURE

3 credits. Prerequisites: Crj 100 and Crj 250. Course covers the Constitution in relation to criminal justice, focusing on law enforcement and the courts. Includes probable cause, the exclusionary rule, electronic surveillance, arrests and stops, the right to counsel, interrogation and the law of confessions, the Fifth, Sixth and Fourteenth Amendments, identification of suspects, entrapment, and the pretrial process.

CRJ/SOC 358 DOMESTIC VIOLENCE

3 credits. Prerequisites: Eng 121 and Soc 230. Through a survey of literature on various issues within this topic, as well as a problem-based service-learning project, students will gain an understanding of the causes, nature, and extent of spousal and intimate partner violence. The course will also focus on criminal justice system responses and their relative effectiveness in dealing with the problem.

CRJ/SOC 372 POLICE AND POLICING

3 credits. Prerequisites: Crj 227, Eng 121, and Soc 230. The course examines the social, structural, and historical foundations of modern policing in relation to

the nature and function of law enforcement. Primary analysis is placed on the nature, structure, and function of law enforcement in relation to crime prevention and control, and police/community relations. A corresponding emphasis is placed on the development of law enforcement policy toward the end of improving police/community relations and enhancing crime prevention and control.

CRJ/SOC 376 PUNISHMENT AND CORRECTION

3 credits. Prerequisites: Crj 227, Eng 121, and Soc 230. The course provides an in-depth examination of the social and historical foundations of the American correctional institution. Issues relating to the structure and social processes of institutions of confinement in relation to problems of treatment and rehabilitation are a primary focus. The course includes a systematic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in relation to the American correctional system.

CRJ/SOC 377 PROBATION, PAROLE, AND COMMUNITY-BASED CORRECTIONS

3 credits. Prerequisites: Crj 227, Eng 121, and Soc 230. Course focuses on the criminal justice and sociological aspects of the development and current practices involving probation, parole, community-based corrections, and a variety of intermediate sanctions. Students will, among other things, be expected to write simulated presentence reports and evaluate actual files (with names removed) in relation to a variety of simulated decisions (e.g., whether to recommend probation or confinement in the Maine Youth Center).

CRJ/SOC 378 WOMEN AND CRIME

3 credits. Prerequisites: Eng 121 and Soc 230. The course explores the discourses, representations, and responses to female deviance and criminality in the Criminal Justice System, and how they serve as reflections of the views of wider society. Particular attention will be focused on portrayals of women who commit non-traditional offenses, and their implications in the study of gender and crime.

CRJ 430 CRIME CONTROL POLICIES

3 credits. Prerequisites: Crj 227; Soc 230 and Eng 121. In this course the student is exposed to analysis of ideologies, assumptions, and performance of crime policies in the United States. Crime control policies and their implications will be examined from several perspectives: Administration, Police, Courts, and Corrections. As an added feature, this course will also examine the role of the Media and its influence on citizens and on the formation of crime control policy. This is a Service Learning (SL) course. Students must successfully complete the SL component assignments to earn a passing grade for this course.

CRJ/SOC 496 FIELD EXPERIENCE

3-6 credits. Prerequisites: Crj 100 and permission of the instructor. Supervised field experience in a criminal justice agency (law enforcement, probation and parole, courts, criminal justice-related social service agencies, etc.). Course can be taken for variable credit (3-6 hours) depending on the number of hours per week the student works at the agency.

Ecology

College of Arts & Sciences

ECY 324 PALEOECOLOGY

3 credits. Prerequisites: Bio 113 or Gey 114 or Gey 115. A lecture course which presents an introduction to the study of how and where plants and animals lived in the past. Three lecture hours per week.

ECY 355 GENERAL ECOLOGY

4 credits. Prerequisite: Bio 113, or permission of the instructor. A lecture and laboratory course which presents an introduction to evolutionary ecology, physiological ecology, population ecology, community ecology, and ecosystem ecology.

Economics

College of Professional Programs

ECO 100 CONTEMPORARY ECONOMICS

3 credits. A one-semester introductory course in economics for non-majors. The course focuses on current controversial economic issues, teaches the basic eco-

nomics required to understand each issue and debates at least two currently suggested solutions. Some of the problems the course will address are inflation, poverty and inequality, regulation or deregulation, balanced budgets and budget deficits, economics of nuclear war, wage and price controls, and supply-side economics. General Education Curriculum option.

ECO 207 MACRO AND MICRO ECONOMICS

3 credits. Fundamental principles of capitalist macro economics including growth and recession, inflation, unemployment, the role of government regulation, economic development, and trade. Micro topics include supply and demand, market structure, and market failure.

Education

College of Education

EDU 150 EXPLORING EDUCATION IN CONTEMPORARY AMERICA

3 credits. Prerequisite: A passing score on both the reading and writing placement tests or successful completion of Eng 100 or a non-degree seeking student. A study of the historical, social, and philosophical foundations of contemporary education and an examination of current educational trends and programs. Areas of study include teaching as a career, school laws, governance of schools, school problems, basic teaching strategies, development of an educational philosophy, and an introduction to state and national standards for students and teachers.

EDU 200 THE LEARNER AND THE LEARNING PROCESS

3 credits. Prerequisites: Edu 150 and Psy 100. Designed to develop knowledge and skills relating to human development, the process of learning, educational motivation, and measurement and evaluation. The class explores theories, principles, and models, examines their general implications for teaching, and analyzes their applications in authentic situations.

EDU 261 EDUCATIONAL COMPUTING

3 credits. Prerequisites: Edu 150 and Edu 200. Practical experience in incorporating computers into the instructional

process and an examination of issues surrounding the role of computing in public schools. Educational software is used to plan, present, and assess instruction. The course includes an introduction to word processing, games, tutorials, simulation, e-mail, and the World Wide Web.

EDU/SED 301 PROGRAM PLANNING AND CURRICULAR ADAPTATION FOR EXCEPTIONAL LEARNERS

3 credits. Prerequisite: Edu 200. This course covers the organization and planning process for students with disabilities, including the Pupil Evaluation Team (PET) process, IEP development, and writing goals and objectives. Topics include writing behavioral objectives, instructional management, and specialized practices for accommodating the curricular needs of students with disabilities.

EDU 305 DESIGNING AND MANAGING EFFECTIVE LEARNING ENVIRONMENTS

3 credits. Prerequisite: Edu 200. While grounded in current research and learning theory, this course is about methods and strategies for effective and efficient classroom management from three perspectives: behavioral, social responsibility, and instructional strategies.

EDU 310 THE TEACHING PROCESS

3 credits. Prerequisite: Edu 200. Teaching skills taught through the use of microteaching and other teaching strategies: interaction analysis, role playing, writing behavioral objectives, evaluation, creativity, discipline, and readings on contemporary education.

EDU 316 ASSESSMENT FOR LEARNING

3 credits. Prerequisite: Edu 200. This course is designed to develop students' knowledge of the foundation, concepts, form, and function of assessment in the classroom and methodology about developing, analyzing, and evaluating assessments, and to provide the opportunities for students to align assessment with standards, to construct, evaluate, analyze, and adapt assessment instruments for various purposes, in various formats and to interpret assessment results to enhance students' learning and teachers' teaching.

EDU/SWK 350 CHILDREN AND GRIEF AND ITS IMPACT ON LEARNING

3 credits. The purpose of this class is to enrich students' exploration of their understanding of death and loss, as it relates to children, especially in the context of social work teaching and other human service professions.

EDU 351 TEACHING ELEMENTARY READING

3 credits. Prerequisite: Edu 200. Designed to develop an in-depth knowledge of the current theory and practices involved in teaching reading in the elementary school. This class identifies instructional strategies for reading and the language arts, and examines classroom organizational and management techniques.

EDU/SED 352 COLLABORATION & CONSULTATION IN GENERAL AND SPECIAL EDUCATION

3 credits. Prerequisites: Edu 150 and Edu 200 and Edu 387. This course provides educators with techniques and skills for effective communication, consultation, and collaboration with families, colleagues, and other professionals. Emphasis will be on developing an understanding of collaborative consultation, especially the Response to Intervention Model, as a process that enables people with diverse expertise to work together to generate solutions for educating at risk students or with special needs.

EDU 353 READING AND WRITING IN THE CONTENT AREA

3 credits. Prerequisite: Edu 200. Designed to develop an in-depth knowledge of the current theory and methods involved in teaching literacy in the content areas such as social studies, science, mathematics, art, health, physical education, etc. Emphasis will be on integrating the teaching of reading, writing, and oral literacy skills with the teaching of content material. This course is required for all Secondary Education majors.

EDU 356 YOUNG ADULT LITERATURE

3 credits. Prerequisite: Edu 200. An introduction to the pedagogical value of young adult literature in the classroom, primarily for prospective middle and secondary teachers. Examination of issues

including appropriateness, censorship, diversity, and selection criteria. Emphasis on effective teaching strategies.

EDU 357 CHILDREN'S LITERATURE

3 credits. Prerequisite: Edu 200. The study of all phases of children's literature for the elementary grades including the history, criteria for judging children's books, and knowledge of leading authors and illustrators. Participation in a practicum to develop theoretical applications.

EDU 358 TEACHING ENGLISH IN THE MIDDLE AND SECONDARY CLASSROOM

3 credits. Prerequisites: Edu 340, 353, and 356 or permission of instructor. This is the capstone experience for English Education. Integrating principles from Edu 340/353/356, students will design a comprehensive, thematic unit of instruction for student teaching. Emphasis on writing clear objectives, combining different learning strategies, integrating the Maine Learning Results, and examining issues related to teaching.

EDU 359 TEACHING OF FRENCH (K-12)

3 credits. A seminar style course designed to introduce both practical and theoretical approaches to the teaching of French. Topics include a study of conflicting philosophies of language learning, a survey of current methods, use of audio-visual aids, testing procedures and lesson planning.

EDU 361 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL

3 credits. Prerequisite: Edu 200. Emphasis placed upon examination of curriculum projects and trends in elementary science, selection and construction of teaching materials, study of selected topics in various science areas, research and use of science teaching strategies, and care and use of living and non-living science materials.

EDU/SED 362 LANGUAGE DEVELOPMENT IN EXCEPTIONAL LEARNERS

3 credits. Provides students with an understanding of language development from birth to early adulthood (both typical and atypical), effects of language delays and disorders on cognitive/affective perform-

ance. Emphasizes biological, psychological, and sociological foundations. Theory and practical activities utilized. Provides a context for working with children with exceptionalities in school settings.

EDU 363 TEACHING SCIENCE IN THE SECONDARY SCHOOL

3 credits. Prerequisite: Edu 200. Emphasis placed upon examination of curriculum projects and trends, selection and construction of teaching materials, study of selected topics in science areas, involvement with several science teaching strategies, review of research in science education, and care and use of living and non-living science materials.

EDU/SED 365 INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

3 credits. Prerequisites: Edu 387 and methods course. Explores methods of teaching students with special needs, highlighting effective strategies such as direct/indirect instruction, interactive instruction, experiential learning and independent study. Also cooperative learning, differentiated curriculum, and the use of the multiple intelligences theory; content-based approaches; assistive technology; and developing partnerships between classroom and special education teachers.

EDU 366 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL

3 credits. Prerequisites: Edu 150, Edu 200, Mat 111, and Mat 112. Designed to acquaint students with the foundations of teaching mathematics and to explore content, strategies, materials, organizational structure, and assessment procedures.

EDU 368 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL

3 credits. Prerequisite: Edu 200. Focuses on strategies in presenting mathematical concepts, evaluation procedures specific to mathematics, selected topics in arithmetic, algebra, and geometry, techniques for facilitating problem solving and reasoning, and creating an interest in mathematics. Planning and providing for individual differences is an important component of this class.

EDU 371 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

3 credits. Prerequisite: Edu 200. This course examines objectives, methods, materials, and assessment techniques in social studies programs. Concepts, skills and values are emphasized through the construction of a teaching unit.

EDU 373 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL

3 credits. Prerequisite: Edu 200. The student will create instructional plans in history, the social sciences, and interdisciplinary topics such as multicultural and controversial issues, with an emphasis on concepts, skills, and values. Clear goals, selected materials, and a variety of methods and assessments will be used in the development of a unit.

EDU/SOC 374 WABANAKI STUDIES

3 credits. Historical and contemporary issues related to Wabanaki people (Passamaquoddy, Penobscot, Wolastoq, Mi'kmaq, and Abenaki) are examined. Students analyze the contemporary situation of Wabanaki people and historical interactions among Wabanaki people and European settlers. Contributions of Wabanaki people to the social, economic, political, and cultural development of settler societies are discussed.

EDU 375 WABANAKI EDUCATION

3 credits. Prerequisite: Edu 150. Examines the teaching-learning process for Wabanaki students (Maliseet, Mi'kmaq, Passamaquoddy, and Penobscot), including educator's roles, role relationships, institutional goals, curriculum, classroom environment, and teaching strategies. Informal aspects include the role of Elders, upbringing of Wabanaki children, traditions, learning styles, values, workviews and cultural influences.

EDU 376 TEACHING HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

3 credits. Prerequisites: Edu 200 and Psy 100. Methods and techniques in teaching health and physical education including lesson and program planning, observation and demonstration lessons, evaluation techniques, and experiences in

teaching. Stress is on the three areas basic to school health education.

EDU/SED 377 GUIDING POSITIVE BEHAVIORS

3 credits. Prerequisites: Edu 150 and Edu 200. This course focuses on explanatory models and methods for dealing with student misbehavior. Characteristics of students with special needs and related Maine special education regulations are covered. Cooperative and student-centered disciplinary strategies are emphasized, with an emphasis on prevention and improving social skills. Collaborative teaming and culturally responsive teaching approaches are discussed.

EDU 378 CREATIVITY IN THE CLASSROOM

3 credits. Prerequisites: Edu 150 and Edu 200. Focuses on the characteristics, theories, and research regarding creativity, creative environments, and creative people; use of creative problem solving and creative thought processes in and out of the classroom. Prepares pre-service teachers to address Guiding Principle III of the Maine Learning Results which requires K-12 students to leave school as creative and practical problem solvers. Creative assessments and assignments are used.

EDU 387 TEACHING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE CLASSROOMS

3 credits. Prerequisites: Edu 150, Edu 200, permission of instructor, or non-degree status. This course focuses on teaching students with special needs in general education classrooms. Understanding the nature and characteristics of learning and behavior problems, instructional strategies, differentiated learning, education regulations, and modifications for specific categories of disability are covered.

EDU/SED 388 CLASSROOM INTERVENTION STRATEGIES

3 credits. Prerequisites: Edu 200 and Edu 387. Students are assigned to a student at risk/with special needs; a plan of intervention is developed and implemented. Emphasis is on monitoring ongoing instruction; problem solving with school staff and course participants. Students will maintain a journal of interventions and responses.

EDU 389 SPECIAL TOPICS IN EDUCATION

1-6 Credits. Prerequisites: Education major with at least 60 credits including at least 9 credits in Education or permission of faculty. An elective course covering an Education topic or allowing extended study such as curriculum design in a content area under the guidance of an appropriate faculty member.

EDU 390 READING INTERVENTION STRATEGIES

3 credits. This course combines reading theory with practical experience for students who wish to increase their understanding of the reading process. Apply scientifically based reading intervention strategies while working in a local elementary school tutoring a struggling reader.

EDU/ENG 393 WRITING THEORY AND PRACTICE

3 credits. Prerequisite: Eng 121. Introduction to Composition Theory and Practice with an emphasis on middle, secondary, and college pedagogy, and one-on-one writing center consultations. Study of scholarship on writing, rhetoric, the teaching of writing, and writing center theory and practice with a focus on informed teaching and tutoring practice.

EDU 395 INTERNSHIP IN TEACHER EDUCATION

3 credits. Prerequisites: Edu 150 and Edu 200, completion of Professional Education sequence. Observation and participation including sequential teaching in a K-12 setting in preparation for student teaching. Seminars on campus or onsite are a requirement of the course.

EDU/FRE 401 APPROACHES TO FRENCH GRAMMAR AND COMPOSITION

3 credits. Prerequisite: permission of the instructor. This course can be taken either as an advanced French course or an education course. It meets the performance standards developed by the American Council on the Teaching of Foreign Language (ACTFL) approved by NCATE, and the goals of the Canadian Maritimes document, Foundation of the Atlantic Canada French Immersion Curriculum. It focuses on the acquisition and/or review of French grammar and its application in writing while at the same time teaches students the best practices for teaching French grammar and composition.

EDU 425 DIVERSITY IN EDUCATION

3 credits. Prerequisite: Edu 200 or equivalent course or permission of instructor. Foundations of multicultural education, including theories, concepts, and research based practices. Educational issues related to ethnicity, socioeconomic status, linguistic differences, race, religion, gender, sexual orientation are discussed. Teaching approaches for diverse learners and the role of teachers as change agents in schools and communities are covered.

EDU 444 DESIGNING, STRENGTHENING AND EVALUATING CURRICULA

3 credits. A study of the components of a school's curriculum, factors that influence its goals and functions, ways of strengthening and changing curricula, and techniques for evaluating program effectiveness.

EDU 495 STUDENT TEACHING

15 credits. Prerequisites: Please see Eligibility for Student Teaching on page 30. Fifteen weeks of observation and teaching under supervision and guidance. Special workshops, conferences, and group discussions are held to provide assistance to student teachers.

EDU 496 INDIVIDUALIZED EDUCATIONAL PRACTICUM

3 credits. Prerequisite: permission of the instructor. A supervised individual experience designed to give students an opportunity to work with students and school personnel to examine techniques and content pertaining to a proposed topic and subject area such as reading, writing, math, science, social studies, or an interdisciplinary area.

English

College of Arts & Sciences

ENG 100 INTRODUCTION TO COLLEGE READING & WRITING

4 credits. Prepares students for reading and writing in subsequent college-level courses, with emphasis on reading a variety of texts and writing brief essays. Students strengthen essentials of their writing process; collaborative learning is encouraged. Upon receipt of a C- or higher

grade, students receive General Education credit; however, a passing grade lower than a C- requires enrollment in Eng 101.

ENG 101 COLLEGE COMPOSITION

3 credits. Prerequisite: A passing score on both the reading and writing placement tests or successful completion of Eng 100 or a non-degree seeking student. The first part of a two-semester sequence in writing, reading, and critical thinking. Emphasis on expository prose, including rhetorical strategies such as observation, explanation, and persuasion. Development of awareness and refinement of the student's own writing process. Some attention to grammar and syntax, as warranted by student writing.

ENG/ART 116 INTRODUCTION TO FILM

3 credits. An examination of motion pictures as a fine art medium. Students will write about, read about and discuss film as an art form, a business, and a mode of expression. Students will learn how to critique film and understand the general makeup of a film production: cinematography, screenplay, acting, directing, etc.

ENG 121 COLLEGE COMPOSITION II

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. Further study of exposition and argument, as employed in various academic disciplines. Systematic instruction in academic writing and thinking beyond the level expected in College Composition, including summary and response to texts, generation and evaluation of arguments, synthesis of different sources, and research methods.

ENG 151 INTRODUCTION TO LITERATURE

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. An introduction to understanding and interpretation of diverse literary texts in context. Some attention to literary techniques, critical perspective, and genre conventions. The course will include introduction in writing critical essays.

ENG 211 INTRODUCTION TO CREATIVE WRITING

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. An introduction to the basic principles and

practices of writing stories, poems, essays, and plays. Emphasis on selecting strong subjects, developing materials from life and from the imagination, and using fresh, exact details. A student may submit a portfolio of writing to the English faculty and request a waiver of Eng 211.

ENG 240 MEDIEVAL AND EARLY MODERN LITERATURES AND CULTURES

3 credits. Prerequisite: Eng 151. Survey of literature in English from the Anglo-Saxon period through the 17th century in both England and the Americas. Emphasizes the formation of major genres in the Middle Ages and the Renaissance as well as indigenous literatures prior to colonization and settlement.

ENG 241 ENLIGHTENMENT AND THE RISE OF ANGLO-AMERICAN LITERATURES AND CULTURES

3 credits. Prerequisite: Eng 151. Survey of Anglo-American literature emphasizing generic, cultural, and political developments in a trans-Atlantic context. Readings in autobiography, travel and slave narratives, lyric, narrative and mock-epic poetry, the essay and the novel.

ENG 242 MODERN AND CONTEMPORARY ANGLO-AMERICAN LITERATURES AND CULTURES

3 credits. Prerequisite: Eng 151. Survey of realist, naturalist, modernist, and post-modernist literary movements in the context of industrial revolutions, imperialism, migration, and urbanization. Attention to the manner in which literature engages questions of national and individual identity, as well as racial, sexual, and ethnic difference.

ENG 259 CONTEMPORARY WORLD LITERATURE

3 credits. Prerequisite: Eng 151. An introduction to and survey of contemporary world literature. Particular attention given to postcolonial authors of the Caribbean, Africa, and the Indian subcontinent. Topics may include magical realism, the relationship of indigenous authors to metropolitan culture centers, postmodern and postcolonial identity, nationalism, and contemporary critical approaches to non-Western literature.

ENG 300 MAJOR AUTHORS

3 credits. Prerequisite: ENG 151 or equivalent. Advanced study of major and influential authors from various cultures and backgrounds. Specific course contents will vary by semester and instructor and may emphasize literary figures and movements, historical and cultural contexts, or different genres and forms. Course is repeatable for a maximum of 6 credits.

ENG 309 STUDIES IN THE NOVEL

3 credits. Prerequisite: Eng 151. Consideration of the theory and practice of novels, through reading and analysis. Focus varies and may include origins of the novel, sentimentality and the novel, or the historical novel. Course may be repeated for total of 6 credits provided the topics are different

ENG 310 STUDIES IN POETRY

3 credit. Prerequisite: Eng 151. Consideration of the theory and practice of poetry, through reading and analysis. Focus varies and may include poetry of a particular genre (sonnet, lyric), subject matter (war, political, pastoral), or a time and place (metaphysical poetry). Course may be repeated for total of 6 credits provided the topics are different

ENG 311 POETRY WORKSHOP

3 credits. Prerequisite: Eng 211. A workshop in which students write, read, and discuss poetry.

ENG 312 FICTION WRITING WORKSHOP

3 credits. Prerequisite: Eng 211. A workshop in which students write, read, and discuss fiction.

ENG 313 NONFICTION WORKSHOP

3 credits. Prerequisite: Eng 211. Extensive writing and reading of nonfiction essays in genres such as creative nonfiction, autobiography, travel writing, science writing, and nature/environmental writing.

ENG 314 SCREENWRITING WORKSHOP

3 credits. Students will study the basic fundamentals of screenwriting: character and plot development, dialogue, and conflict. Emphasis upon learning the 3-art structure of screenplays, the Set-up, the

Main Conflict and Resolution. Course will include conversations with various actors, directors, and producers. Final project will entail the production of a short film under the guidance of a noted director of photography.

ENG 355 STUDIES IN EARLIER ENGLISH LITERATURE

3 credits. Prerequisite: Eng 151. Advanced studies in the literature of England prior to 1789. Individual semester offerings may focus on literature of Medieval England, the Renaissance, or the Enlightenment, when recognizably modern cultural arrangements developed in England and its colonies. Attention to the intersection of politics, aesthetics, and social traditions, as well as generic forms such as the epic, Renaissance and 18th century drama, lyric poetry, the pastoral, and satire.

ENG 356 STUDIES IN NINETEENTH-CENTURY BRITISH LITERATURE

3 credits. Prerequisite: Eng 151. Advanced studies in the literature of Britain prior to the Romantic Revolution (c.1789) through the reign of Queen Victoria. Individual semester offerings may focus on Romantic or Victorian poetry, the Gothic or Victorian novel, changing concepts of the self and nature, and the growth of industrialization and imperialism. Major writers may include Blake, Wordsworth, and Keats; Tennyson and Browning; Austen, the Brontes, Dickens and Hardy.

ENG 358 STUDIES IN AMERICAN LITERATURE BEFORE 1900

3 credits. Prerequisite: Eng 151. Advanced studies in American literature prior to the First World War. Topics may include the evolution of a distinctive American literature, slave narratives, poetry, and topics such as the emergence of Transcendentalism, westward expansion, and industrialization and increased economic and class tension. Authors may include Bradstreet, Crane, Dickinson, Dreiser, Emerson, Hawthorne, Jacobs, Melville, Poe, Stoddard, Stowe, Twain,

and Whitman, depending upon the focus in any given semester.

ENG 359 STUDIES IN TWENTIETH-CENTURY AMERICAN LITERATURE

3 credits. Prerequisite: Eng 151. Advanced studies in American literature following the First World War, the time of the nation's rise to status as a world power and the parallel ascendance of its literature. Topics may include realism and naturalism, modernist poetry, industrialization and increased economic class tensions, the emergence of regional and popular literatures, the modern novel, and postmodern literary and cultural developments. Authors may include Fitzgerald, Faulkner, Frost, Hemingway, Morrison, Olds, Plath, Pynchon, Rich, Steinbeck, and Walker.

ENG 360 LITERATURE OF THE SEA

3 credits. Prerequisite: Eng 151. The sea has long been viewed by Western civilization with a mixture of mysticism, fascination, and dread. Writers (and cultures) have viewed it as a source of terror and a threat to the known; we impress our greatest, most primal fears upon the ocean (Jaws), as well as our curiosity (Darwin's Voyage of the Beagle) and our hopes for salvation (Moby Dick). Study of a wide range of genres and authors, including Homer, Poe, Thoreau, Melville, Walcott, and Linda Greenlaw.

ENG 361 CRIME AND PUNISHMENT

3 credits. Prerequisite: Eng 151 or its equivalent. This course examines the development of crime, criminality, and punishment in Anglo-American culture during three distinct periods: seventeenth century England, Victorian England, and Depression-era America, with a brief (but vital) detour into Dostoevsky's nineteenth-century Russia. We shall interrogate how crime and criminality came to be defined over time, along with how notions of justice and punishment (or the lack thereof) found representation in literature. We will examine plays, novels, coney-catching pamphlets, and penny-dreadfuls, as well as some literary theory concerning the development of the criminal within

the modern capitalist system. Texts to include: Richard Wright's *Native Son*, John Marston's *The Dutch Courtesan*, Dickens' *Oliver Twist*, and, of course, Dostoevsky's *Crime and Punishment*. Students are required to participate in Blackboard online discussion forums.

ENG 367 STUDIES IN SHAKESPEARE

3 credits. Prerequisite: Eng 151. Study of selected plays of Shakespeare, approached from various critical and cultural perspectives. Topics may include Shakespeare and the formation of the individual, cross-dressing and disguise, kingship and revenge, Elizabethan theatrical conventions, and recent film productions. Works by other Renaissance playwrights may be addressed.

ENG 368 STUDIES IN RENAISSANCE DRAMA

3 credits. Prerequisite: Eng 151. A survey of English drama (1590-1630) and its cultural contexts, with emphasis on playwrights other than Shakespeare. Topics may include dramatic genres and their social/political implications; constructions of gender and sexuality in dramatic contexts; imperialism and the state; city comedy and the rise of capitalism.

ENG/PHI 369 TOPICS IN RELIGION AND LITERATURE

3 credits. Prerequisite: Eng 151 or Phi 151. Comparative studies of literary and religious texts, from various eras. Topics may include Studies in the Bible in modern English translation; Literature of World Religions, studies in original texts of world religions; Poetry and Religion, exploring religious themes in poetry; Religion and Film, critical studies of religious themes in film.

ENG 370 MAINE WRITERS

3 credits. Prerequisite: Eng 151. Reading and discussion of the works of Sarah Orne Jewett, E.A. Robinson, E.B. White, May Sarton, Theodore Enslin, Cathie Pelletier, Carolyn Chute, John Gould, Ruth Moore, and others.

ENG 372 LITERATURE AND FILM

3 credits. Prerequisite: Art/Eng 116 or Eng 151. The course will examine the relationship between the word and image as

it has evolved throughout the 20th and 21st centuries in various filmic and literary genres. Topics may include film noir and pulp fiction, women and film, adaptations, and detective film and fiction.

ENG/PHI 374 TOPICS IN PHILOSOPHY AND LITERATURE

3 credits. Prerequisite: Eng 151 or Phi 151. Comparative studies of philosophical and literary texts. Topics may include Literature and Environmental Ethics, studies in nature writing; Literature of Peace and Justice, studies of Thoreau, Gandhi, King and others; The Sixties, poetry and arts of the Beat Generation, and their descendants, influence of Eastern religions; Ethics, Literature and Society.

ENG 376 NATIVE AMERICAN NARRATIVES

3 credits. Prerequisite: Eng 151. Study of Native American literatures. Students will investigate oral (storytelling performances), ethnographic, and "literary" texts (poetry, novels), as well as how one can read, write about, and teach indigenous literatures in a non-colonizing way. Special attention to works by indigenous peoples of the Northeast.

ENG 378 AFRICAN-AMERICAN LITERATURE FROM THE HARLEM RENAISSANCE TO THE PRESENT

3 credits. Prerequisite: Eng 151. A study of representative works of African-American poets, novelists, essayists from 1920 to the present, including such writers as W.E.B. Dubois, Langston Hughes, Richard Wright, James Weldon Johnson, Zora Neale Hurston, Ralph Ellison, Toni Morrison, James Baldwin, Claude McKay, Paule Marshall, Alice Walker, and Ernest Gaines.

ENG/PHI 388 LITERARY THEORY AND CRITICAL PRACTICE

3 credits. Prerequisite: Eng 151. An introduction to literary theory with emphasis on its application to critical practice. Study of particular approaches may include structuralism, psychoanalysis, Marxism, deconstruction and post-modern theory, and feminism(s). Attention to the interdisciplinary nature of contemporary theory and its critique of the assumptions governing our interpretation of texts.

ENG 391 STUDIES IN THE ENGLISH LANGUAGE

3 credits. Prerequisite: Eng 151. A study of the development of the English language from its earliest known stage to present-day British and American English. Consideration of aspects of sound, word formation, syntax, and vocabulary; and of cultural influences on linguistic change and social attitudes affecting usage. The course will acquaint the student with some of the concerns of linguistics, etymology, and philology.

ENG/EDU 393 WRITING THEORY AND PRACTICE

3 credits. Prerequisite: Eng 121. Introduction to Composition Theory and Practice with an emphasis on middle, secondary, and college pedagogy, and one-on-one writing center consultations. Study of scholarship on writing, rhetoric, the teaching of writing, and writing center theory and practice with a focus on informed teaching and tutoring practice.

ENG/ART 403 FILM SEMINAR

3 credits. Prerequisite: Art/Eng 116. Advanced study in specific film genres, technologies, aesthetics, theory and criticism, or directors.

ENG/ART 416 GREAT FILM DIRECTORS SERIES

3 credits. Examining the filmographies of one Master Film Maker: Fritz Lang, Alfred Hitchcock, Jean-Luc Godard, Martin Scorsese, and others. Emphasizing an in-depth analysis of the director as auteur and theorist, and their understanding of the aesthetics of film language. Screening representative films, lectures, written assignments. May be repeated in differing topics. Studio fee.

Environmental Studies

College of Arts & Sciences

ENV 110 INTRODUCTION TO ENVIRONMENTAL SCIENCE

3 credits. Prerequisite: A passing score on both the mathematics and the science placement tests or successful completion of Sci 100 and Mat 17. A lecture course which presents an introduction to the scientific study of our environment. Topics

include basic ecological principles, human population dynamics, environmental health, biological resources, physical resources and pollution, resource economics, and waste. Three lecture hours per week. Offered spring semester.

ENV 120 METEOROLOGY

3 credits. Prerequisite: A passing score on the science placement test or successful completion of Sci 100 or a non-degree seeking student. Students will learn about basic weather systems (highs, lows, fronts, etc.). Students will also learn how to identify cloud formations and interpret what they mean in terms of upcoming weather. Emphasis will be placed on the weather of northern Maine.

ENV 125 ENERGY

3 credits. Prerequisite: A passing score on the science placement test or successful completion of Sci 100 or a non-degree seeking student. This course provides a general understanding of energy resources and use. Topics include energy transformations, measurement and electricity. A wide range of energy sources including fossil fuels, nuclear and alternatives will be presented. The goal of the course is to obtain a broad understanding of these and related issues. A previous science course is recommended.

ENV 130 RENEWABLE ENERGY RESOURCES

3 credits. Prerequisite: A passing score on the science placement test or successful completion of Sci 100 or a non-degree seeking student. This course provides a comprehensive overview of major renewable energy resources, including solar, wind power, hydropower, geothermal, hydrogen fuel cells, and biomass fuels. This course aims to help students understand basic concepts and principles on energy conservation and to evaluate environmental impacts of different forms of renewable energy resources.

ENV 201 FOSSIL FUELS

3 credits. Prerequisite: completion of science General Education requirements, including either Env 110, Env 125 or Env 130. This course provides the general

understanding of geology-based energy sources (oil, coal, natural gas), which have been the dominant sources of energy during the last century and into the present.

ENG 301 CLIMATE CHANGE

3 credits. Prerequisite: A passing score on the science placement test or successful completion of Sci 100 or a non-degree seeking student. This course provides the background to better understand global climate change and its implications for the environment and human societies. Scientific evidence of past climate conditions, with emphasis on the geological record of the Quaternary period. Basic oceanic, atmospheric, and glacial systems and feedbacks controlling global temperatures will be examined.

ENV 302 BIODIVERSITY AND CLIMATE CHANGE

3 credits. Prerequisite: Bio 112 or Env 110 or permission of the instructor. This lecture and discussion-oriented course presents information on current and future impact of climate change on biodiversity. Topics include range shifts, phenological changes, climate change modeling, impacts on Northern Maine ecosystems, impacts on economically important species, expansion of disease vectors, and conservation strategies.

ENV 305 ENVIRONMENTAL CHEMISTRY

4 credits. Prerequisites: Chy 122, Ecy 355, and Gey 112. A lecture and laboratory course which presents an introduction to selected instruments and instrumentation applicable to the measurement of physical and chemical properties of water germane to environmental issues. Required field trip(s). Three lecture hours and three laboratory hours per week. Lab fee.

ENV 308 GIS I FUNDAMENTALS OF GIS

4 credits. Prerequisite: A passing score on the science placement test or successful completion of Sci 100 or a non-degree seeking student. This course introduces students to basic concepts and techniques of digital mapping. Topics include location referencing methods, data collection techniques, spatial data models and struc-

ture, geodatabase creation and manipulation, basic spatial queries and problem solving with GIS.

ENV 408 GIS II APPLICATIONS AND ADVANCED SPATIAL ANALYSIS

4 credits. Prerequisite: Env 308. GIS II focuses on GIS applications such as geocoding, georeferencing, and CAD data conversion, and on advanced raster- and TIN-based spatial and 3D analyses such as digital terrain modeling, and surface analysis. GIS II also requires each student to work on a GIS project.

ENV/BIO 489 SCIENCE SEMINAR

3 credits. Prerequisites: Any of the following majors or minors with junior or senior status: science major, science minor, secondary or elementary education major with concentration in biology or science; Eng 201. In this Writing Intensive course, students will learn how to choose an appropriate scientific topic for a research project; will complete weekly written and/or oral assignments designed to improve science writing and presentation skills; will submit a final manuscript in a form suitable for publication in a peer-reviewed journal; will present their final product in a public forum. Each week, students will participate in both peer-evaluations and discussions of their assignments.

ENV 495 INTERNSHIP

4 credits. Prerequisite: Consent of the instructor. Work experience off and on campus in all subject areas offered in the Environmental Studies and Sustainability program. Internship supervised by a member of the faculty.

First-Year Seminar
Interdisciplinary

FYS 100 FIRST-YEAR SEMINAR

1 credit. Students with fewer than 12 completed college credits are required to take this class during their first semester. The course is designed to promote successful transition to the college environment. Seminar style presentations, discussion, and experiential learning help

orient the student to all aspects of the campus and college milieu.

French
College of Arts & Sciences

FRE 101 FRANÇAIS ÉLÉMENTAIRE I: ELEMENTARY FRENCH I

3 credits. Basic listening comprehension, speaking, reading, and writing skills with an emphasis on spoken French. Culture is an important component of the course.

FRE 102 FRANÇAIS ÉLÉMENTAIRE II: ELEMENTARY FRENCH II

3 credits. Continuation of Fre 101. Emphasis on spoken French and French culture.

FRE 201 FRANÇAIS INTERMÉDIAIRE: INTERMEDIATE FRENCH I

3 credits. Prerequisites: Fre 101 and Fre 102. Intermediate level conversation centered around communicative functions within a cultural background.

FRE 202 FRANÇAIS INTERMÉDIAIRE: INTERMEDIATE FRENCH II

3 credits. Prerequisite: Fre 201. Intermediate grammar class emphasizing correct usage for writing and speaking and comparing the English and French ways of thinking.

FRE 211 FRENCH FOR PROFESSIONALS

3 credits. Prerequisites: Fre 101 and Fre 102. This practical course prepares students to function in a francophone environment. Francophone students are especially encouraged to take this course. Coverage includes forms, letter writing, telephone etiquette, health issues, writing a CV, ads, and comparative cultural situations. Authentic documents and Internet Francophone servers will be used.

FRE 301 FRANÇAIS IDIOMATIQUE: IDIOMATIC FRENCH

3 credits. Prerequisite: permission of the instructor. A systematic study of French expressions that cannot be reduced to the rules of formal grammar as well as colorful expressions used by the French. Use of French cartoons and comic books.

FRE 321 CONVERSATION DIRIGÉE: ADVANCED CONVERSATION

3 credits. A course designed to develop sophisticated speaking and understanding skills through the use of French newspaper articles, television, and film. This course can be repeated for a total of 6 credits.

FRE 331 LECTURES COMMENTÉES: SELECTED READINGS

3 credits. A course designed to guide students in reading for context and appreciation. Selections are from French, French-Canadian, and African authors and deal with everyday as well as historical issues.

FRE 341 GRAMMAIRE ET COMPOSITION FRANÇAISE I: GRAMMAR AND FRENCH COMPOSITION I

3 credits. Prerequisite: permission of the instructor. This course, designed to encourage expression in several genres, including poetry and short story, provides a review of more difficult grammar and acquisition of a broader vocabulary.

FRE/EDU 401 APPROACHES TO FRENCH GRAMMAR AND COMPOSITION

3 credits. Prerequisite: permission of the instructor. This course can be taken either as an advanced French course or as an education course. It meets the performance standards developed by the American Council on the Teaching of Foreign Languages (ACTFL) approved by NCATE, and the goals of the Canadian Maritimes document, Foundation of the Atlantic Canada French Immersion Curriculum. It will focus on the acquisition and/or review of French grammar and its application in writing while at the same time teach students the best practices for teaching French grammar and composition.

FRE 412 TOPICS IN FRENCH & FRANCOPHONE CIVILIZATION & CULTURE

3 credits. Socialized topics of the Francophone reality concerning France, Québec or Francophone Africa and the French Antilles will be taught at the upper level. Topics of interest to students will be chosen each time the course is offered.

Geography

College of Arts & Sciences

GEO 100 WORLD GEOGRAPHY

3 credits. This course covers the basic geographical concepts and an overview of world regional geography. It will examine the physical, cultural, economic, and political elements within each region as well as international, interregional and intraregional relationships and the impact of culture, economic and political geography on these relationships.

GEO 101 INTRODUCTION TO HUMAN GEOGRAPHY

3 credits. This course is an introduction to human geography. It will examine population, migration, folk and popular cultures, ethnic groups, religion, and economic and political development. The course compares cultures by focusing on cultural interaction, globalization and human relationships with each other and the environment.

Geology

College of Arts & Sciences

GEO 112 FUNDAMENTALS OF GEOLOGY

4 credits. Prerequisite: A passing score on both the mathematics and the science placement tests or successful completion of Sci 100 and Mat 17. The first semester of a two-semester lecture and laboratory course in geology, which serves as the prerequisite for upper level geology courses. The lecture presents a study of the earth and the processes that shape it. The laboratory includes identification of minerals and rocks, and mapping exercises. Three lecture hours and two laboratory hours per week. Lab fee.

GEO 114 HISTORICAL GEOLOGY - HISTORY OF LIFE

3 credits. Prerequisite: Gey 112 or permission of the instructor. The second semester of a two-semester sequence that serves as a prerequisite for upper level geology courses. The course presents historical perspective of the history of the earth, with an emphasis on the evolution of life as seen in the fossil record. An emphasis of the course is on the understanding and

use of the geologic time scale. Three lecture hours per week.

GEY 115 HISTORIC GEOLOGY: PLATE TECTONICS AND EARTH HISTORY

3 credits. Prerequisite: Gey 112. The course teaches earth history in a framework of plate tectonics. Plate tectonic theory is covered. Tectonic evolution of the earth in each geological time period since its birth, including such as growth and breakup of major continents, birth and close of oceans, and construction of major mountain belts is examined.

GEY 212 MARINE GEOLOGY

3 credits. Prerequisite: Gey 112. A lecture course which deals with the ocean shore and sea floor, and studies methods of examination, dating, and interpreting the history of ocean sediments. Three lecture hours per week.

GEY 213 ENVIRONMENTAL GEOLOGY

3 credits. Prerequisite: Gey 112. The course examines the interaction of human activities with the evolving Earth. It addresses geological hazards caused by earthquakes, volcanoes, landslides, floods, and coastal erosion; environmental concerns with use of minerals, energy resources, and water; and environmental challenges such as waste disposal, groundwater and soil contamination, and natural resource management.

GEY 322 PALEONTOLOGY

4 credits. Prerequisites: Bio 113 and Gey 112. A lecture and laboratory course which deals with the life of the past as that life is revealed in the fossil records. Laboratory activities are designed to illustrate the topics covered in the lecture. Three lecture hours and three laboratory hours per week. Lab fee.

GEY 353 SURFICIAL GEOLOGY

4 credits. Prerequisites: Gey 112 and Gey 114 or Gey 115. This course covers the regolith overlying the bedrock of the earth's crust. It combines the subdisciplines of sedimentology, geomorphology, and surficial geology representing an interdisciplinary study of the natural systems of the Earth's surface and includes

elements of climatology, hydrology, glaciology, and geography.

GEY 354 BEDROCK GEOLOGY

4 credits. Prerequisite: Gey 112 and Gey 114 or Gey 115. The course covers major elements of bedrock geology, including petrology and petrography, sedimentation and stratigraphy, structural geology and structural analysis, and bedrock field methods. Lectures cover concepts, principles, and analytic methods, while exercises and fieldwork focus on hands-on examination and description of rocks and structures, and applications of analytic methods.

Health, Physical Education & Recreation

College of Professional Programs

HPR 101 LIFELONG WELLNESS

3 credits. Students will gain knowledge and skills in assessing their health status, practicing a healthy lifestyle, and setting and pursuing goals for health behavior change. Focuses on lifelong, primary prevention as a way to contribute to a richer quality of life.

History

College of Arts & Sciences

HTY 115 WORLD CIVILIZATION I

3 credits. Co-requisite: A passing score on the reading placement test or successful completion of Eng 100 or a non-degree seeking student. A survey of world civilization from the dawn of civilization through the 16th century. An emphasis will be placed on the political, social, intellectual, and economic cultures of China, India, MesoAmerica, the Middle East, and Subsaharian Africa.

HTY 116 WORLD CIVILIZATION II

3 credits. Co-requisite: A passing score on the reading placement test or successful completion of Eng 100 or a non-degree seeking student. A survey of world history from the voyages of exploration by the Europeans through the present. Special emphasis will be placed on 20th cen-

tury Africa, Asia, and Latin America and their political, military, social, cultural, and economic interactions with the West.

HTY 161 UNITED STATES HISTORY I

3 credits. Co-requisite: A passing score on the reading placement test or successful completion of Eng 100 or a non-degree seeking student. Surveys broad themes and developments in United States history from the pre-contact period through the Civil War and Reconstruction.

HTY 162 UNITED STATES HISTORY II

3 credits. Co-requisite: A passing score on the reading placement test or successful completion of Eng 100 or a non-degree seeking student. Surveys broad themes and developments in United States history from the Civil War and Reconstruction through the present.

HTY 301 MEDIEVAL EUROPE

3 credits. Prerequisite: 100- or 200-level history course. Examines major political, social, and economic developments in Europe from fifth century to the sixteenth century. Topics include the fall of Rome, manorialism, feudalism, and the transition to early modern Europe. Fills history concentration requirements for European and pre-modern history.

HTY 313 EARLY MODERN EUROPE

3 credits. A study of European civilization from the late 15th century through the French Revolution, with an emphasis on the rise of the modern state, the pre-industrial economy, society and secularization. This course fills history concentration requirements for European history.

HTY 314 EGYPT, ISRAEL AND THE ANCIENT NEAR

3 credits. Surveys ancient civilizations in Egypt, Israel and the Ancient Near. The class will emphasize the development of urban-based cultures, religion, philosophy, gender and sexuality. This course fills history concentration and other departmental requirement for non-western and pre-modern history.

HTY 315 GREECE, ROME AND THE EARLY CHURCH

3 credits. Surveys ancient civilizations including Greece and Rome, and the de-

velopment of the Early Church. This course will emphasize the development of urban-based cultures, religion, philosophy, gender and sexuality. This course fills history concentration requirement and other departmental requirement for pre-modern history.

HTY 318 MODERN EUROPEAN HISTORY

3 credits. Prerequisite: 100-level history course, or permission of instructor. Examines significant developments in European history since the French Revolution, including the birth and influence of modern nationalism, key intellectual and ideological trends, and the World Wars.

HTY/POS 347 RUSSIA FROM KIEV TO PETER THE GREAT

3 credits. An in-depth study of the political and economic culture of the unique Russian experience. Emphasis is upon "westernization," territorial expansion and empire building, the development of absolutism, and the undercurrent of rebellion. This course fills history concentration and other departmental requirements for non-western or European history.

HTY/POS 348 RUSSIAN AND SOVIET STATE: LENIN THROUGH STALIN

3 credits. Examines the historical currents of Russian thought in which Bolshevik doctrine emerged, and analyzes the ideological and political foundations of the Soviet state. Themes covered include the Bolshevik party model, permanent revolution, socialism in one country, the Communist International, the purges, and economic planning.

HTY/POS 349 RUSSIAN AND SOVIET STATE: KHRUSHCHEV THROUGH PUTIN

3 credits. Examines the reform and adventurism under Khrushchev, stagnation under Brezhnev, and perestroika under Gorbachev. The course then treats the breakdown of the Soviet Union and the reconstruction of the current Russian state under Yeltsin and Putin, and the prospects for post-Soviet Eurasia.

HTY 350 U.S. ENVIRONMENTAL HISTORY

3 credits. Prerequisite: 100- or 200-level history course. Examines relationships be-

tween environment and culture. Considers Native American land use as well as the impact on natural resources of colonization, westward expansion, and industrialization. Analyzes conservation and environmental movements. Fills history concentration requirements for United States history.

HTY 368 ACADIAN AND FRENCH CANADIAN FOLKLORE

3 credits. Thematic survey of the folklore, in a historical context, of the first French settlers in North America. The history of New France (Acadia and Quebec) is closely tied to New England and the Native peoples of the region. It had a profound impact on the history of North America. Study of geography, material culture and oral culture within their American and European context.

HTY/POS 370 TOPICS IN NON-WESTERN HISTORY

3 credits. This is a basic introductory examination of a specialized field in African, Asian, or Latin American History. Specific topic will be listed with the course title when offered. This course fills history concentration and other departmental requirements for non-western history.

HTY/POS 371 INTERNATIONAL RELATIONS AND MODERN CONFLICTS

3 credits. Prerequisite: 100- or 200-level history course. Examines various types of world conflicts during the modern period. May include, but is not limited to, one or more of the following: diplomatic, military, ethnic, racial, class, and religious conflicts.

HTY 372 THE UNITED STATES, 1783-1865

3 credits. Prerequisite: 100- or 200-level history course. Examines major developments in the United States from independence through the end of the Civil War. May include, but is not limited to, one or more of the following: legal, economic, diplomatic, and military developments. Fills history concentration requirements for United States history.

HTY 373 UNITED STATES SOCIAL HISTORY

3 credits. Prerequisite: 100- or 200-level history course. Examines non-elite groups in United States history, emphasizing their

relationships to political, economic, cultural, intellectual, and ideological developments. May include, but is not limited to, one or more of the following: African-Americans, workers, immigrants, women, Native Americans. Fills history concentration requirements for United States history.

HTY 375 HISTORY OF MAINE

3 credits. Examines the major social, cultural, economic, and political trends of Maine history. When possible, it will focus on the lives of ordinary people. Fills history concentration requirements for upper level electives in history.

HTY/POS 377 MODERN CHINA

3 credits. A survey of the history of China from the nineteenth century to the present. Three important issues are Chinese culture, the cultural conflict with the West, and, modernization. This course fills history concentration and other departmental requirements for non-western history.

HTY/POS 381 FRENCH HISTORY AND POLITICS

3 credits. Examines the major currents of philosophical, political, and economic thought that have shaped French political institutions since 1789. Analyzes the simultaneous polarization and fragmentation of French political culture over the questions of region, religion, and economy. Focuses on the role of the Fifth Republic in the reconstruction of the French body politic.

HTY 400 DISCOVERING AND INTERPRETING LOCAL HISTORY

3 credits. Local history places local events in the context of larger occurrences and recreates the history of the ordinary person. This course investigates local history sources and considers the ways in which local records may be used to illuminate large historical themes.

HTY 423 COLONIAL SOCIETY AND THE AMERICAN REVOLUTION

3 credits. Prerequisite: 100- or 200-level history course. Analyzes pre-contact period through the aftermath of the Revolution. Emphasizes colonial social

structure, origins and significance of violence, views of liberty, equality, and republican government, and participation of ordinary persons in the Revolution. Fills history concentration requirements for U.S. history.

HTY 439 THE VIETNAM WARS

3 credits. Prerequisite: 100-level history course, or permission of instructor. This course examines the origins and consequences of the Vietnam Wars, emphasizing Vietnamese history and culture, French colonization, World War II, and the Cold War. Also analyzes the Vietnam War in U.S. politics and popular culture.

HTY/ANT 471 PREHISTORY OF NORTHEASTERN NORTH AMERICA

3 credits. Examines the history of northeastern North American native peoples from first evidence to the arrival of Europeans to contemporary Tribes. Emphasis is placed on theories of initial human colonization, glacial and post-glacial adaptation, changes in social structure, and interaction with Europeans. Examines contemporary controversy regarding Native sovereignty and self determination.

HTY 489 SPECIAL TOPICS IN HISTORY

3 credits. Prerequisite: 100- or 200-level history course, or permission of the instructor. Occasional areas and subjects of special interest to students of history and other academic and professional disciplines. Depending on subject and approval, this course may fill European, United States, non-western or pre-modern history concentration requirements, or certain requirements in other concentrations or disciplines.

HTY 491 SPECIAL TOPIC IN ANCIENT HISTORY

3 credits. Covers a specialized topic in the ancient world taught at a senior seminar level. Special topics will be chosen each time the course is offered. Subjects may include Sexuality in the Ancient World, Early Church History, and other topics. This course fills history concentration and other departmental requirements for pre-modern history.

Honors

Interdisciplinary

HON 300 HONORS SEMINAR

1-3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101 or approval of instructor. Seminar-style, problem-posing approach to a specific educational, cultural, or social issue (varying each semester) involving students, faculty, staff, and administration. Students select level of involvement. Course may be repeated and is open to all students.

HON 421 HONORS SENIOR YEAR PROJECT

3 credits. Prerequisite: approval of Honors Director. Students complete a thesis or service learning project either on or off campus in their major field of study or specific area of interest. Intended as self-directed projects under the supervision of a faculty advisor and the Director of the Honors Program. Students generally begin work in the fall and conclude the project in the spring semester with a campus presentation. May be repeated for an additional 3 credits at the Director's discretion.

Mathematics

College of Arts & Sciences

MAT 13 FOUNDATIONS FOR COLLEGE MATHEMATICS

3 credits, non-degree. Emphasis is placed on the development of skills that are essential to the study of mathematics at the college level. Topics covered include arithmetic operations with whole numbers, fractions, decimals, and integers; ratio and proportion; percents; the metric system; and an introduction to algebra.

MAT 17 ELEMENTARY ALGEBRA

3 credits, non-degree. Prerequisite: Mat 13 or its equivalent. The course introduces the basic concepts of algebra and is approximately equivalent to Algebra I in high school. Topics include basic properties and definitions, first degree equations and inequalities, exponents, polynomials, factoring, rational expressions, graphing in two dimensions, and applications.

MAT 101 BASIC STATISTICS

3 credits. Prerequisite: Mat 17 or equivalent. Data collection through sampling and experimentation, ethics of sampling experimentation, bias and precision, graphical and numerical summaries of data, confidence statements, association and causation between two variables, probability.

MAT 111 PRINCIPLES OF MATHEMATICS I

3 credits. Prerequisite: Mat 17 or its equivalent. A course designed for Elementary Education majors in which the real numbers and its sub-systems are developed. Elementary Education majors only.

MAT 112 PRINCIPLES OF MATHEMATICS II

3 credits. Prerequisite: Mat 17 or its equivalent. Elementary Education majors only. Continuation of Mat 111 with emphasis on selected topics from algebra and geometry. Offered spring semester.

MAT 117 INTERMEDIATE ALGEBRA

3 credits. Prerequisite: Mat 17 or its equivalent. A continuation of Mat 17 and approximately equivalent to Algebra II in high school. Topics include rational exponents, radicals, complex numbers, quadratic equations, graphing in two dimensions, lines, systems of linear equations, logarithms, and applications.

MAT 121 PRE-CALCULUS

4 credits. Prerequisite: Mat 117 or equivalent. Polynomial functions, rational functions, exponential functions, and logarithmic functions are covered. Special emphasis is placed on the trigonometric functions. Other topics include composite and inverse functions, and analytic geometry.

MAT 131 CALCULUS I

4 credits. Prerequisite: Mat 121 or equivalent. Differentiation and integration of algebraic and transcendental functions with numerous applied problems.

MAT 132 CALCULUS II

4 credits. Prerequisite: Mat 131. A continuation of Mat 131 including methods of integration, indeterminate forms, polar coordinates, induction, and infinite series.

MAT 140 MATHEMATICS FOR BUSINESS

3 credits. Prerequisite: Mat 117 or equivalent score on placement test. Mathematical analysis for economics, accounting, finance, and management. Graphing, exponential and logarithmic functions, mathematics of finance, derivatives and optimization.

MAT 201 PROBABILITY AND STATISTICS I

3 credits. Prerequisite: Mat 117 or equivalent. Descriptive statistics, probability, random variables, mathematical expectation, binomial, normal and t-distributions, confidence intervals, hypothesis testing.

MAT 202 PROBABILITY AND STATISTICS II

3 credits. Prerequisite: Mat 201. Linear regression, correlation, multiple regression, chi-square tests, experimental design, analysis of variance, non-parametric statistics.

MAT 231 CALCULUS III

4 credits. Prerequisites: Mat 132 and Mat 274. Multi-variable calculus in finite-dimensional Euclidean spaces and its mathematical applications in differential topology and geometry, geometric analysis, and partial differential equations. Syllabus may vary.

MAT 233 ORDINARY DIFFERENTIAL EQUATIONS

4 credits. Prerequisites: Mat 132 and Mat 274. Topics may be selected from the following: methods of solving linear system of ordinary differential equations (ODEs) of finite order, initial and boundary value problems, qualitative theory of nonlinear ODEs, and rudiments of differentiable dynamical systems.

MAT 251 FOUNDATIONS OF MATHEMATICS

3 credits. Prerequisite: Mat 131. Logic, sets, functions, number systems, and the applications of these concepts in discrete and continuous mathematics.

MAT 274 LINEAR ALGEBRA

3 credits. Prerequisite: Mat 131. An introduction to determinants, matrices, vectors, vector spaces, eigenvalues, and eigenvectors with applications.

MAT 312 GEOMETRIC STRUCTURES

4 credits. Prerequisite: Mat 131. Topics from Euclidean, non-Euclidean, finite, and projective geometries. Appropriate topics from the History of Mathematics will also be considered.

MAT 321 TOPICS IN ALGEBRA

3 credits. Prerequisite: Mat 131. Emphasis is placed on development of the theory. Possible topics include group theory, ring theory, advanced linear algebra, and algebraic number theory. Course may be taken for credit more than once, as different topics are offered. Course is offered in the spring semester of odd years or upon request.

MAT 335 TOPICS IN ANALYSIS

3 credits. Prerequisite: Mat 132. Approximately equal weight will be placed on development of the theory and on applications. Possible other topics include complex analysis, numerical analysis, analytic number theory, and probability. Course may be taken for credit more than once, as different topics are offered. Course is offered in the fall semester of odd years or upon request.

MAT 435 REAL ANALYSIS

3 credits. Prerequisites: Mat 131 and Mat 251. Study of continuity and differentiability properties of functions of real numbers. Theory of integration, series of functions, and metric spaces. Emphasis on understanding and proofs.

MAT 489 SENIOR SEMINAR

3 credits. Prerequisite: senior math standing. Offered fall semester by arrangement.

*Medical Laboratory
Technology*

College of Arts & Sciences

MLT 101 ORIENTATION/URINALYSIS

3 credits. A general orientation to the field of the medical laboratory including medical ethics, laboratory safety, and medical terminology. The second part of the semester will include didactic and laboratory instruction in macroscopic and microscopic urinalysis.

MLT 102 INSTRUMENTATION/CLINICAL CHEMISTRY

3 credits. Prerequisites: Mlt 101 and Chy 111 (UMPI) or Chy 115 (UMA) or permission of the instructor. An introduction to the mode and theory of operation of commonly used laboratory instruments. Clinical chemistry will stress glucose, NPN, enzymes, bilirubin, and protein methodologies and their clinical significance.

MLT 103 PHLEBOTOMY

2 credits. Prerequisite: Mlt 102 or permission of the instructor. An introduction to blood collection: safety precautions, types of specimens, collection and handling techniques. Routine venipuncture and dermal puncture equipment and procedures as well as special situations and additional techniques used to accommodate them.

MLT 203 CLINICAL CHEMISTRY

3 credits. Prerequisite: Mlt 102 or permission of the instructor. The analysis of electrolytes, blood gases, minerals, hormones and therapeutic drug monitoring and their relationship to pathological conditions. EIA, EMIT, FPIA and ELISA methodologies and quality control are discussed. Laboratory mathematics is reviewed.

MLT 204 CLINICAL MICROBIOLOGY

4 credits. Prerequisite: Mlt 203 or permission of the instructor. Consideration of pathological forms of microbes including their morphological, physiological, and nutritive characteristics. Some emphasis will be given to mycology and parasitology. Three weekend intensive labs and/or review sessions.

MLT 205 BLOOD BANKING/SEROLOGY

4 credits. Prerequisite: Mlt 203 or permission of the instructor. Fundamentals of immunohematology and immunology with emphasis on blood grouping, cross-matching, and antibody identification. Routine serological tests and quality control are included. Three weekend intensive labs and/or review sessions.

MLT 206 HEMATOLOGY/COAGULATION

4 credits. Prerequisite: Mlt 203 or permission of the instructor. Identification of blood cell types and their enumeration in body fluids. Various red cell and white cell disorders are discussed. Coagulation including routine coagulation tests, coagulation disorders, and anticoagulant therapy is covered. Three weekend intensive labs and/or review sessions.

MLT 395 HOSPITAL PRACTICUM

12 credits. Prerequisites: Mlt 101-206. A twenty-week practicum in hematology, coagulation, blood banking, serology, urinalysis, clinical chemistry, and microbiology utilizing the laboratory facilities and staff at The Aroostook Medical Center, Cary Medical Center, Houlton Regional Hospital, and Maine General Medical Center (Augusta and Thayer campuses).

Philosophy
College of Arts & Sciences

PHI 150 INTRODUCTION TO LOGIC

3 credits. An introduction to the study of arguments, both Classical and contemporary. Topics include informal reasoning, formal and informal fallacies, categorical logic, truth-tables, deductive and inductive arguments, proofs and symbolic logic. Designed to appeal to multiple disciplines, including pre-law studies.

PHI 151 INTRODUCTION TO PHILOSOPHY

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. Introduction to reading and interpretation of philosophical texts. Emphasis on recurring questions that have engaged philosophers from diverse cultures, and from ancient times to the present, such as what is of value?, what is reality?, and how do we know? The course will include instruction in the writing of critical essays.

PHI 152 INTRODUCTION TO ETHICS

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. This course will help students to address ethical issues with a greater understanding and confidence, both in terms of contemporary and historical approaches. Stu-

dents will analyze various ethical theories, including virtue, utilitarian, and deontological approaches.

PHI 300 TOPICS IN PHILOSOPHY

3 credits. Prerequisite: Phi 151 or higher level course. Topics selected on the basis of faculty and student interest, but may include advanced studies in metaphysics, epistemology, ethics, and Classical and contemporary theories (i.e. deconstruction, existentialism, phenomenology). May be taken more than once if content varies.

PHI 301 FEMINIST THEORY

3 credits. Eng 151 or Phi 151 or higher level Eng or Phi course. Explore feminist theories of women and empowerment, from the early modern "Women Controversy" through influential 19th and 20th century debates from a variety of contexts (may include Marxist/materialist, psychoanalytic, and post-structuralist theories).

PHI/POS 343 MARXISM

3 credits. Treats the development of Marx's thought from classical German philosophy through historical materialism. Emphasizes the themes of the dialectic method, alienation, the class struggle, the theory of capitalist crises, the revolutionary socialist state, and proletarian internationalism. Includes discussion of contemporary applications and Marxist theory.

PHI/ENG 369 TOPICS IN RELIGION & LITERATURE

3 credits. Prerequisite: Eng 151 or Phi 151. Comparative studies of literary and religious texts, from various eras. Topics may include Studies in the Bible in modern English translation; Literature of World Religions, studies in original texts of world religions; Poetry and Religion, exploring religious themes in poetry; Religion and Film, critical studies of religious themes in film.

PHI/ENG 374 TOPICS IN PHILOSOPHY AND LITERATURE

3 credits. Prerequisite: Eng 151 or Phi 151. Comparative studies of philosophical and literary texts. Topics may include

Literature and Environmental Ethics, studies in nature writing; Literature of Peace and Justice, studies of Thoreau, Gandhi, King and others; The Sixties, poetry and arts of the Beat Generation, and their descendants, influence of Eastern religions; Ethics, Literature and Society.

PHI/ENG 388 LITERARY THEORY AND CRITICAL PRACTICE

3 credits. Prerequisite: Eng 151. An introduction to literary theory with emphasis on its application to critical practice. Study of particular approaches may include structuralism, psychoanalysis, Marxism, deconstruction and post-modern theory, and feminism(s). Attention to the interdisciplinary nature of contemporary theory and its critique of the assumptions governing our interpretation of texts.

Physical Education
College of Education/College of Professional Programs

PHI 100 INTRODUCTION TO PHYSICAL EDUCATION

3 credits. An overview of the field of Physical Education. The major areas to be covered include the heritage, the philosophical base, career paths, and current trends.

PHI/ATH 101 INTRODUCTION TO ATHLETIC TRAINING AND FITNESS PROFESSIONALS

3 credits. This course will cover the historical perspective of athletic training, allied health care professions, and the fitness industry. Course focuses on the disciplines of sport science, sports medicine, and rehabilitative therapy including alternative therapy methods. Other topics include professional organizations, position statements, various employment settings, and national and state certification and licensure.

PHI 102 DEVELOPMENTAL & GYMNASTICS ACTIVITIES

2 credits. Students in this course will examine and participate in developmental movement activities in order to understand how movements in other activity forms are produced and taught. Skills in locomotor and non-locomotor and gym-

nastics will be taught. In addition, the students will learn cooperative games appropriate for school age children.

PHI 121 TEAM ACTIVITIES

2 credits. This class emphasizes the movement skills that contribute to a variety of physical education team activities. Students will also learn appropriate ways to modify team activities based on the assessment process.

PHI 122 INDIVIDUAL & DUAL ACTIVITIES

2 credits. Students will work towards mastery of the physical and cognitive skills of various individual and dual game activities. The activities are, but are not limited to: tennis, badminton, speedminton, pickle-ball, archery, disc golf, bowling, etc. Students will also have opportunities to teach skills of one or more of the activities.

PHI 123 DANCE & RHYTHMIC ACTIVITIES

2 credits. Students will participate in an array of multicultural and social dance forms. In addition, they will gain experience in leading a class in the performance of a dance. Dance forms will include: folk dance, square dance, ballroom dance, line dance and barn dance.

PHI 166 TECHNIQUES OF AQUATICS

2 credits. This course is designed to facilitate the development of knowledge and movement skills in aquatics. May include skills used in water – i.e., strokes – and on the water – i.e., small crafts to assist students in fostering lifetime skills leading to lifelong wellness.

PHI 174 WATER SAFETY INSTRUCTOR

2 credits. Prerequisite: a current Red Cross Advanced Life Saving card. The course is designed to enable the student who successfully completes the course to become certified as a Water Safety Instructor by the American Red Cross. Pool Fee.

PHI 204 WINTER SPORTS ACTIVITIES

2 credits. Course designed to facilitate the development of knowledge, acquisition of movement skills used in outdoor sports during the northern winter. May include a variety of skills such a Nordic and Alpine skiing, snowshoeing, and skating, that will foster lifetime skills.

PHI/ATH 246 ASSESSMENTS OF THE LOWER EXTREMITIES, LUMBAR SPINE AND PELVIS

4 credits. Prerequisite: Bio 261, Corequisite: Bio 262. A lecture and laboratory course in which students will develop the knowledge and competencies needed to assess lower extremities, lumbar spine and pelvic injuries. The students will gain knowledge of the signs and symptoms of common athletic injuries to the lower extremities. Three hours of lecture and two hours of lab per week. Fee.

PHI 265 MOTOR LEARNING

3 credits. Motor development and learning as it relates to Physical Education, and explaining how changes in motor development impacts the learning of motor skills. Various motor learning theories are explored with application of these theories to Physical Education and coaching.

PHI 267 TEACHING ELEMENTARY PHYSICAL EDUCATION

3 credits. An examination of teaching strategies that will foster student learning in K-5 physical education. Topics include developmentally appropriate instruction, assessment of learning, lesson planning, curriculum integration, motor learning, and modifying activities for special populations. The Maine teaching standards are emphasized in this class.

PHI 274 STRUCTURAL KINESIOLOGY

3 credits. Prerequisite: Bio 261 and concurrently enrolled in Bio 262. Study of the skeletal and muscular systems as it applies to physical education and athletic training activities. Mechanical analysis of basic motor patterns and sports skills.

PHI 302 TEACHING SECONDARY PHYSICAL EDUCATION

3 credits. Explores the educational strategies that promote student learning in 6-12 physical education classes. The course, which supports the Maine teacher standards, looks at the following topics: developmentally appropriate instruction, social interaction, assessment of learning, lesson planning, motor learning, and accommodating diverse learners in the classroom.

PHE/Soc 313 PSYCHOLOGY AND SOCIOLOGY OF SPORT AND MOVEMENT

3 credits. Sport and movement activities as psycho-social phenomena. Emphasis on the sociology of sport, the role of sport in society, and sports in the education systems of the United States.

PHE 340 ADVANCED FIRST AID/CPR

3 credits. American Red Cross Advanced First Aid and Cardiopulmonary Resuscitation Certificates can be obtained upon successful completion. This course will develop skills and knowledge necessary to prevent accidents and administer proper care for accident victims. Fee.

PHE/ATH 342 ASSESSMENTS OF THE UPPER EXTREMITIES, THORACIC, CERVICAL SPINE & HEAD

4 credits. Prerequisites: Bio 261 and Phe/Ath 246. A lecture and laboratory course in which the students will develop the knowledge and competencies needed to assess upper extremity, cervical/thoracic spine, and head injuries. The students will gain knowledge of the signs and symptoms of common athletic injuries to the upper extremities and head.

PHE/ATH 343 THERAPEUTIC REHABILITATION IN ATHLETIC TRAINING

4 credits. Prerequisites: Bio 262 and Ath/Phe 342. Therapeutic rehabilitation will explore current trends in exercise rehabilitation, muscle testing, evaluation, and analysis of those techniques and trends. Students will be given the opportunity to develop and implement rehabilitation plans for specific injury conditions. Three lecture hours and two laboratory hours per week. Lab fee.

PHE 361 TECHNOLOGY FOR PHYSICAL EDUCATORS

3 credits. This course offers practical experience in incorporating various technologies and computer applications in school physical education programs. Emphasis is placed on analyzing human movement, assessing student learning, web site development and implementation, critiquing internet web sites, promotion of physical education programs in the school and instructional methodology and programmatic assessment.

PHE 375 PHYSIOLOGICAL ASSESSMENT AND EXERCISE PRESCRIPTION

3 credits. Prerequisites: Phe 274, Phe 381/381L and concurrent enrollment in Phe 382/382L. Course investigates physiological test selection, administration, and interpretation. Exercise prescription based on test results and interpretation is covered.

PHE 381 BIOMECHANICS

3 credits. Prerequisites: Bio 261, 262, and Phe 274. An application of biomechanical principles to the analysis and teaching of motor activities. Fundamental motor skills and movement patterns, and specific physical education and sports activities are reviewed in detail. Current research findings and techniques are investigated.

PHE 381L BIOMECHANICS LABORATORY

1 credit. Prerequisites: Bio 161, 162, or Bio 261, Bio 262, and Phe 274. The opportunity to put into practice concepts discussed in lecture (Phe 381).

PHE 382 PHYSIOLOGY OF EXERCISE

3 credits. Prerequisites: Bio 261, Bio 262, and Phe 274. Embraces the study of human physiological reaction, regulation, and adaptation to exercise. Laboratory experiments serve to verify or refute hypotheses in problem-solving situations.

PHE 382L PHYSIOLOGY OF EXERCISE LABORATORY

1 credit. Prerequisites: Bio 261 or Bio 262, and Phe 274. Laboratory experiments serve to give the students an opportunity to apply basic principles of exercise physiology learned in lecture to a practical situation.

PHE 384 FUNDAMENTALS OF COACHING

3 credits. This course focuses on the knowledge, behaviors, and principles associated with appropriate practices in athletic coaching. It is designed for application to both individual and team sports. It adheres to the philosophy, "Athletes first, winning second." Subjects covered are: performance enhancing drug use, fitness training, team management, player motivation, and risk management.

PHE 385 ADAPTED PHYSICAL EDUCATION

3 credits. This course focuses on motor development and motor learning issues associated with pre-K through 12th grade children having disabilities. Course topics include: assessment and evaluation tools, IEPs, current research literature, due process, appropriate teaching practices, and applicable government regulation.

PHE 388 PRACTICUM IN PHYSICAL EDUCATION

3 credits. Student engages in an approved practical experience relating to Physical Education. He/she will be actively involved in a program supervised by qualified personnel.

PHE 396 FIELD WORK IN TEACHING PHYSICAL EDUCATION

3 credits. Fifteen (15) hours of actual teaching and supervision of youngsters in a physical education setting at the elementary and/or secondary level.

PHE 405 TOPICS IN PHYSICAL EDUCATION

3 credits. This course will present topics that reflect the issues, concerns and trends within physical education. Students will engage in discussion, reflection and possible research. The topic will change, thus the course can be taken multiple times, provided the topics are different.

PHE 480 MEASUREMENT AND EVALUATION OF PHYSICAL EDUCATION

3 credits. Lecture, discussion, and participation in the development, evaluation, and practical application of measurement devices pertaining to physical education; the application of statistics in administering and analyzing measurement in physical education; and a review of the current research.

PHE 485 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION

3 credits. Coordinates the various phases of the Physical Education program. Emphasis is placed on the organization and administration of the total program in relation to the community, the students, school personnel, scheduling, programming, supplies, equipment, and facilities.

PHE/ATH 487 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING

3 credits. Prerequisite: Ath/Phe 342. This course will provide the student with the necessary knowledge and skills to manage an athletic training facility. Topics include personnel, program, information, and financial resources management, facility design and planning, testing, computer based record keeping, presentations, policy and procedure development, resumes and interview techniques.

PHE 495 STUDENT TEACHING

15 credits. Prerequisites: Please see Eligibility for Student Teaching on page 29. Fifteen weeks of observation and teaching under supervision and guidance. Special workshops, conferences, and group discussions are held to provide assistance to student teachers.

PHE 496 FIELD WORK EXPERIENCE

9 credits. Prerequisite: approval of major advisor. Intended to be a meaningful experience under supervision and guidance that explores employment opportunities in student's emphasis area. Experiences are not to be fulfilled in a public or private school in a teaching/teachers aide capacity.

Physical Therapist Assistant

College of Professional Programs

PTA 100 INTRODUCTION TO PHYSICAL THERAPY

2 credits. Prerequisite: Must be admitted to the PTA program. Course gives and overview of the profession of physical therapy including history, scope of practice and role delineation of the PT and PTA. Practice settings, medical abbreviations and communication in health care, safety standards, current trends in physical therapy, ethics and guidelines for evidence-based research will also be discussed.

PTA 102 CLINICAL CONDITIONS IN PHYSICAL THERAPY

3 credits. Prerequisite: Must be admitted to the PTA program. This course provides the PTA student with an overview

of clinical disorders, diseases, and injuries commonly encountered in physical therapy. Medical terminology as well as the etiology, pathology, medical diagnosis, signs, symptoms, prognosis and medical treatments will be discussed for each condition.

PTA 104 DATA COLLECTION IN PHYSICAL THERAPY

4 credits. Prerequisite: Must be admitted to the PTA program. Course provides the student with knowledge and skills needed to collect objective data related to functional abilities, conditions and physiology. Topics include joint motion, muscle strength, posture, gait, balance and vital signs. Also covered will be home and work measurements for safety and compliance with the Americans with Disabilities Act.

PTA 106 PHYSICAL THERAPY PROCEDURES AND INTERVENTIONS I

4 credits. Prerequisite: Must be admitted to the PTA program. Course provides the PTA student with entry-level skills and knowledge needed to carry out basic procedures and interventions under the direction and supervision of the physical therapist. Topics will included documentation in physical therapy, wheelchair and assistive device management, function training and foundational therapeutic exercise, palpation and basic massage.

PTA 204 THERAPEUTIC EXERCISE IN PHYSICAL THERAPY

4 credits. Prerequisite: Must be admitted to the PTA program. Course is an in-depth study of therapeutic exercise interventions commonly indicated in the PT plan of care for the prevention and rehabilitation of surgical and nonsurgical conditions. Specific aerobic, strength, endurance, balance, range of motion and flexibility exercises with indications, contraindications and progressions will be presented with emphasis on orthopedics.

PTA 206 PHYSICAL THERAPY PROCEDURES AND INTERVENTIONS II

4 credits. Prerequisite: Completed first semester PTA technical coursework. Course provides the PTA student with skills and knowledge needed to work with

specialized populations and conditions encountered in physical therapy. This course integrates lecture and laboratory learning in the areas of acute care, orthotic and prosthetic devices, cardiac and pulmonary rehabilitation, wound care, women's health, pediatrics, and aquatics.

PTA 208 NEUROLOGICAL INTERVENTIONS IN PHYSICAL THERAPY

3 credits. Prerequisite: Completed first semester PTA technical coursework. Course builds upon the student's foundation in neuroscience and provide a greater breadth and depth of knowledge in neuroanatomy, physiology, and pathology. The course emphasizes knowledge and skills needed to implement basic physical therapy interventions for the neurologically impaired patient. Conditions discussed include stroke, traumatic brain and spinal cord injury.

PTA 210 CLINICAL EDUCATION SEMINAR I

1 credit. Prerequisite: Completed first semester PTA technical coursework. This seminar course is intended to prepare students for clinical work and provide students with an opportunity to discuss experiences from their integrated clinical. The primary focus of this seminar will be group discussion, problem solving, and personal and professional growth and development.

PTA 212 INTEGRATED CLINICAL EDUCATION EXPERIENCE I

2 credits. Prerequisite: Successful completion of all general education, Pta 100, 102, 104, 106. This first part-time clinical education experience is integrated within the curriculum and provides students with the opportunity to work in a health care setting under the supervision of a licensed physical therapist or physical therapist assistant. Students will apply learned knowledge and skills and assume responsibilities in direct patient care.

PTA 215 CLINICAL EDUCATION AND PROFESSIONAL DEVELOPMENT

2 credits. Completed first 2 semesters PTA technical coursework. This seminar course is intended to provide students with an opportunity to discuss terminal

clinical experiences and present service learning/capstone research projects. Students will also prepare for the national PTA board exam and develop strategies for a successful career and lifelong learning.

PTA 220 CLINICAL EDUCATION EXPERIENCE II

6 credits. Completed first 2 semesters PTA technical coursework. This clinical experience provides students with the opportunity to work full time in a health care setting under the supervision of a licensed physical therapist or physical therapist assistant. This is the first of two terminal clinical experiences where the student demonstrates entry-level skills in direct patient care.

PTA 225 CLINICAL EDUCATION EXPERIENCE III

6 credits. Prerequisite: Successful completion of Pta 220. This clinical experience provides students with the opportunity to work full time in a health care setting under the supervision of a licensed physical therapist or physical therapist assistant. This is the final terminal clinical experience where the student demonstrates entry-level skills in direct patient care.

PTA/ATH 380 THERAPEUTIC MODALITIES IN ATHLETIC TRAINING

4 credits: Prerequisites: Bio 261 and Bio 262. Students will investigate and analyze indications, contraindications, biophysics, and set-up procedures for agents that aid in the healing of injury, reduction of pain, or assistance in the rehabilitation process. Three lecture hours and two laboratory hours per week.

Physics
College of Arts & Sciences

PHY 153 GENERAL PHYSICS I

4 credits. Prerequisites: Mat 131 and Sci 100 or equivalent. Lectures, demonstrations, and laboratories covering selected topics in mathematical physics, engineering, and classical and modern physics. Laboratory time used for problem solving, performing experiments, and/or computer simulations. Lab fee. Syllabus may vary.

PHY 154 GENERAL PHYSICS II

4 credits. Prerequisite: Phy 153. Lectures, demonstrations, and laboratories covering selected topics in mathematical physics, engineering, and classical and modern physics. Laboratory time used for problem solving, performing experiments, and/or computer simulations. Lab fee. Syllabus may vary.

Political Science
College of Arts & Sciences

POS 101 AMERICAN GOVERNMENT

3 credits. Examines the constitutional foundations and principles of American government. Treatment focuses on federalism; civil liberties and civil rights; interest groups, political parties and elections; and Congress, the Presidency, and the Supreme Court.

POS 211 INTRODUCTION TO POLITICAL THOUGHT

3 credits. Examines major texts in the history of political thought and the questions they raise about the design of the political and social order.

POS 231 CONSTITUTIONAL LAW

3 credits. Prerequisite: Pos 101 or any law course. Examines American constitutional theory treating the separation and division of government powers, and civil rights and civil liberties. Extensive treatment is accorded the implied powers of the federal government.

POS 301 EUROPEAN GOVERNMENTS AND THE EUROPEAN UNION

3 credits. Examines the Western European democracies of the UK, Germany and France alongside Central and Eastern European emerging democracies. Explores institutional structures and their social connections through interest groups, political parties, and elections. Examines the political, economic, and military integration of nations through membership in the European Union and NATO.

POS/PHI 343 MARXISM

3 credits. Treats the development of Marx's thought from classical German philosophy through historical materialism. Emphasizes the themes of the dialectic method, alienation, the class struggle,

the theory of capitalist crises, the revolutionary state, and proletarian internationalism. Includes discussion of contemporary applications and Marxist theory.

POS/PHI 347 RUSSIA: KIEV TO PETER THE GREAT

3 credits. An in-depth study of the political and economic culture of the unique Russian experience. Emphasis is upon "westernization," territorial expansion and empire building, the development of absolutism, and the undercurrent of rebellion. This course fills history concentration and other departmental requirements for non-western or European history.

POS 369 AMERICAN-CANADIAN RELATIONS

3 credits. Prerequisites: Previous Hty or Pos course. This course examines the United States - Canada bi-lateral relationship in terms of politics, economics and security, and their joint relations with other countries and organizations in world affairs.

POS/HTY 370 TOPICS IN NON-WESTERN HISTORY

3 credits. This is a basic introductory examination of a specialized field in African, Asian, or Latin American History. Specific topic will be listed with the course title when offered. This course fills history concentration and other departmental requirements for non-western history.

POS/HTY 371 INTERNATIONAL RELATIONS AND MODERN CONFLICTS

3 credits. Prerequisite: 100- or 200-level history course. Examines various types of world conflicts during the modern period. May include, but is not limited to, one or more of the following: diplomatic, military, ethnic, racial, class, and religious conflicts.

POS/HTY 377 MODERN CHINA

3 credits. A survey of the history of China from the nineteenth century to the present. Three important issues are Chinese culture, the cultural conflict with the West, and, modernization. This course fills history concentration and other departmental requirements for non-western history.

POS/HTY 381 FRENCH HISTORY AND POLITICS

3 credits. Examines the major currents of philosophical, political, and economic thought that have shaped French political institutions since 1789. Analyzes the simultaneous polarization and fragmentation of French political culture over the questions of region, religion, and economy. Focuses on the role of the Fifth Republic in the reconstruction of the French body politic.

Professional Communication & Journalism

College of Arts & Sciences

PCJ 180 INTRODUCTION TO PROFESSIONAL COMMUNICATION AND JOURNALISM

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. This is a course in “popular communication.” It teaches students about message and audience, hooking and keeping readers, viewers and listeners, writing the way they talk—only better. This is a standard course for programs in professional communication and journalism. It lays a solid foundation for later specialization and refinement

PCJ 212 ELECTRONIC COMMUNICATION

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. Students will learn the basics of audio and video communication. Then they’ll get outside the classroom to apply what they’ve learned, creating content for such outlets as the campus radio station. In the process, students will learn to communicate clearly, relate well to people, think on their feet, adapt.

PCJ 214 MAGAZINE AND FEATURE WRITING

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. Class will help students tap into the infinite and lucrative magazine and newspaper feature writing market. Students will learn how to answer readers’ needs and find story ideas in everything. They’ll be out of the classroom, taking the community pulse. They’ll write for the U Times, Upcountry and other opportunities.

PCJ 215 BUSINESS COMMUNICATION

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. Students will master the necessary communication skills to thrive in any business or professional area. They’ll become proficient in everything from phone etiquette, e-mail and memos, to proposals and presentations. They’ll get out of the classroom, partnering with an organization to apply what they’ve learned.

PCJ 216 EDITING

3 credits. Prerequisite: Eng 100 with a grade of C- or higher OR Eng 101. Editing is an art form. Those who can edit are always in demand. This course will help students gain critical evaluation and practical skills. They’ll learn to blend new technologies with traditional editing skills. Then they’ll team with academic and community partners to apply their skills.

PCJ 315 PROFESSIONAL COMMUNICATION

3 credits. Prerequisite: Pcj 180 or any 200-level or higher Pcj course. Focus on writing as a profession. Review of such basics as e-mail, memos, phone etiquette, reports, proposals. Progress into more complex venues such as advocacy communication, communication audits, and focus groups. Students will work with clients producing communication products the organizations will use and enhance student profiles.

PCJ 316 ADVANCED PROFESSIONAL COMMUNICATION

3 credits. Prerequisite: Pcj 215 or Pcj 315. Further development of professional communication skills for those with targeted career goals. Course focus varies: will emphasize such advanced advocacy communications as proposals, grants, annual reports, overarching communication plans, focus groups and sophisticated presentation skills. Will work with real world partners.

PCJ 317 WORKSHOP IN JOURNALISM

3 credits. Prerequisite: Pcj 180 or any 200-level or higher Pcj course. Journalism has fascinating specializations. They include sports, the environment, investiga-

tive reporting, health, politics. This course will help students become expert in at least one of these. They will also produce and publish this type of journalism. This expertise in research and communication is applicable throughout professions as well as personally.

PCJ 318 EVOLVING MEDIA

3 credits. Prerequisite: Pcj 180 or any 200-level or higher Pcj course. Students will examine evolving media: past, present and future. They will examine their ethical, legal and social implications. They will then use them, creating published projects and learning to adapt to a continually changing media world. Although media will continually evolve, the value of adaptability will be constant throughout their careers.

PCJ 319 MARKETING COMMUNICATION

3 credits. Prerequisite: Pcj 180 or any 200-level or higher Pcj course. This course gives students specific tools, helping them find and communicate the essence of a message. They will study lessons and best practices from the world’s greatest companies. Then they will put the lessons to work through strategic plans and marketing campaigns. This course demonstrates the bridge to business success.

PCJ 396 FIELD EXPERIENCE PRACTICUM

3 credits. Prerequisite: Permission of the instructor. Students will act as professional communicators in the field. They may work in traditional journalism areas or focus upon other aspects of professional communication. Through guided autonomy, they’ll produce professional quality work for partners and demonstrate their ability to serve as successful communication practitioners. Course may be repeated once for credit.

PCJ 493 COMMUNICATION CAPSTONE

1 credit. Prerequisite: permission of the instructor. Students will demonstrate a deep understanding of Message, Audience, Support, Ethics and Venue through discussions and presentations. They’ll prepare professional portfolios. Students will develop effective resumes and cover letters. They’ll prepare to interview and

fill jobs. This course provides the last steps to becoming a professional.

Psychology College of Arts & Sciences

PSY 100 GENERAL PSYCHOLOGY

3 credits. Prerequisite: A passing score on both the reading and writing placement tests or successful completion of Eng 100 or a non-degree seeking student. Provides a general introduction to psychology, the scientific study of behavior and mental processes. The course presents major theoretical perspectives, methodologies, and key findings in physiological, cognitive, motivation, learning, developmental, personality, abnormal, and social psychology.

PSY/Soc 200 SOCIAL PSYCHOLOGY

3 credits. Prerequisite: Psy 100 or Soc 100. Considers the processes by which individuals interact with others, influence and are influenced by others, and are shaped by society. Includes topics such as the self, attitudes, prejudice, stereotypes, interpersonal attraction, group dynamics, and persuasion.

PSY 205 LIFESPAN DEVELOPMENT

3 credits. Prerequisite: Psy 100. Surveys changes in cognitive, personal, and social functioning from before birth through old age. Using a life-span framework, emphasizes the principles, theories, and methods that psychologists use.

PSY 235 ABNORMAL PSYCHOLOGY

3 credits. Prerequisite: Psy 100. Examines the classification, determinants, and indications of mental illness and its treatments. Topics include schizophrenia, personality disorders, mood disorders, anxiety-related disorders and substance-related disorders.

PSY 304 PSYCHOLOGY OF LEARNING

3 credits. Prerequisite: Psy 100. Basic principles of learning will be examined with an emphasis on their application to understanding and modifying behavior. Theories, models, research, and applications of learning principles to education, child-rearing, counseling, and biofeedback. Laboratory simulation approaches

will demonstrate concepts developed with animals, but readily applicable to children and adults.

PSY/Soc 311 RESEARCH METHODS I

3 credits. Prerequisites: Soc 100 or Psy 100, and Mat 101 or Mat 201. Presents fundamentals of research design, measurement, and data analysis. Applications of research methods within the behavioral sciences, including scientific writing and professional ethics.

PSY 312 RESEARCH METHODS II

3 credits. Prerequisite: Psy/Soc 311. Presents intermediate issues in research design, hypothesis-testing, data analysis, and technical writing in psychology. Promotes understanding of relevant empirical literature, preparation of spreadsheets and graphic display of data, and applications of statistical analyses. Class research projects offer foundation for independent work.

PSY 341 DRUGS AND BEHAVIOR

3 credits. Prerequisite: Psy 100 or Soc 100. Surveys information of recreational and therapeutic drugs and their effect at various levels including that of the nervous system, individual behavior, and broader society consequences.

PSY 355 GROUP PROCESS

3 credits. Prerequisite: Psy 100 or Soc 100. Provides theoretical examination of group dynamics, group behavior, and individual behavior within groups. The course considers norms, roles, status, power, communication, productivity, motivation, member diversity, leadership, and conflict resolution. The class also offers experiential practice as a small group, and explores one's own emotions, motivations, and skills in group participation.

PSY 360 ANIMAL BEHAVIOR

3 credits. Prerequisite: Psy 100 or Bio 112. Explores similarities and differences in behavior among a variety of species and considers the implications of such differences. Major topics will include behavioral genetics, evolutionary theory, natural selection, mate choice and reproduction, communication, sociality, and foraging.

PSY 370 PERSONALITY

3 credits. Prerequisites: Psy 100 and Psy/Soc 311. Presents principles and issues in scientific study of personality. Emphasis on description and assessment, classical theories, controversial issues, and recent research.

PSY 372 ASSESSMENT IN THE BEHAVIORAL SCIENCES

3 credits. Prerequisites: Psy 100, Soc 100, and Mat 101 or Mat 201. This class surveys theories and techniques used in the assessment of individuals in the fields of psychology and related fields. Focus is on the individual evaluation of children and adults. Topics include professional methods for gathering, organizing, and reporting data and applications of statistical procedures underlying their analysis and interpretation.

PSY 374 VOCATIONAL ASPECTS OF DISABILITY

3 credits. Prerequisite: Soc 100 or Psy 100. This course explores the many aspects of assisting clients with various disabilities as they transition from adolescence, or are rehabilitated as adults, to the adult world of work. Working with individuals who may have mental illness or with cognitive, physical, or developmental disabilities or substance abuse issues is explored. Emphasis is placed on assessing and working with their strengths, needs, interests, and aptitudes. The supports and barriers of society, government and private agencies, and individuals will be examined, with an overarching goal of helping clients to reach their full potential, while maintaining their personal dignity.

PSY/Soc 375 SEX AND GENDER

3 credits. Prerequisite: Psy 100 or Soc 100. Investigation of gender in North American society. Feminist, social constructionist, sociobiological, and social psychological perspectives will be explored. Focus is on the creation of gender identities, inequalities, cultural expectations, and cultural representations of gender. Other topics include childhood socialization, sexualities, gender activities, and social power.

PSY 380 PRINCIPLES OF COUNSELING

3 credits. Prerequisites: Psy 235 and Psy 370. Introduces theories and techniques of psychological counseling. Considers the counseling relationship and the personal and professional issues involved in becoming a counselor. Emphasis on determinants and evaluation of counseling success.

PSY 382 SUBSTANCE ABUSE COUNSELING

3 credits. Prerequisites: Psy 100 and Psy 235, or permission of the instructor. This course explores the definition, causes, theories, and treatment approaches to the process of addiction, with emphasis upon dual diagnosis clients. Working with mentally ill and substance misusing clients in various settings is explored. Emphasis is on application of recent research to the philosophy and methods of treatment.

PSY 446 PSYCHOBIOLOGY

3 credits. Prerequisite: Psy 100 or Bio 112. Explores the relationship between behavior and activity of the nervous, sensory, and endocrine systems. Topics include behavior genetics, learning and memory, emotions, sleep, and behavioral disorders.

PSY 448 COGNITIVE PSYCHOLOGY

3 credits. Prerequisites: Psy 100 and Psy/Soc 311. Recommended: Psy 446. Surveys research and theory on human cognition. Laboratory exercises will include attention, memory, problem solving, language, and creativity and other topics. Format includes lectures and laboratory activity.

PSY/BUS 470 ORGANIZATIONAL BEHAVIOR

3 credits. Prerequisite: Bus 320. Organizational behavior focuses on how individuals, small groups, and entire organizations behave and interact and how changes in the workplace can result from broader changes in society. The course is intended to develop interpersonal 'people skills' and 'political skills' that are essential to effective management. Spring semester, even-numbered years.

PSY 475 HISTORY AND SYSTEMS OF PSYCHOLOGY

3 credits. Prerequisites: Senior Standing, Psy/Soc311 and two 300/400 level

courses in psychology. An examination of the theoretical and historical framework underlying psychology as a field and a profession. Emphasis on clinical psychology, school psychology, industrial-organizational psychology, counseling psychology, and their links to training of professionals. Integrates principles from the major content areas and promotes professional research and writing in APA style.

PSY 480 ADVANCED RESEARCH

1-3 credits. Prerequisites: Psy 312, junior or senior standing, and consent of instructor. Student designs and conducts empirical research under supervision of psychology faculty member. Course may be repeated for a total not to exceed six credits.

PSY 496 PRACTICUM

1-3 credits. Prerequisites: Psychology major or minor with junior or senior standing and consent of instructor. Supervised field experience in a social service or other setting where psychology background and skills are especially useful. Course may be repeated for a total not to exceed six credits.

*Recreation
College of Professional Programs*

REC 120 INTRODUCTION TO RECREATION/LEISURE SERVICES

3 credits. Prerequisite: A passing score on both the reading and writing placement tests or successful completion of Eng 100 or a non-degree seeking student. This course provides students with an introductory overview of the philosophical foundations, career opportunities, and interdisciplinary nature of these fields. It is meant to be a broad look at recreation and tourism from several different perspectives.

REC 122 LEADERSHIP TRAINING IN RECREATION

3 credits. Leadership Training is a course designed to provide the student with the basic knowledge of leadership theories, specific communication skills, and application methods that are relevant to the recreation/leisure professional.

REC 232 PROGRAM DEVELOPMENT & PLANNING

3 credits. This course is designed to introduce the student to recreation program

development through an understanding of systematic programming skills, budgeting, personnel management, implementation and marketing strategies, and the evaluation cycle.

REC 233 WILDERNESS FIRST RESPONDER

4 credits. This course is designed to introduce students to wilderness medicine and evacuation techniques in remote backcountry areas. The course covers emergency medical procedures in wilderness settings and provides fundamental instruction in basic search and rescue techniques. This 80-hour certification course certifies students as wilderness first responders.

REC 234 OUTDOOR PURSUITS I

3 credits. This course is experientially based and will provide opportunities for skill, technique, and leadership development in several of the following activities: backpacking, flatwater and/or whitewater canoeing, canoe camping, rock climbing, kayaking, and rafting. Emphasis will be placed on organizing, planning, leading, and evaluating the physical, cognitive, emotional, and special need factors of an outdoor leisure pursuit for diverse populations.

REC 235 OUTDOOR PURSUITS II

3 credits. This course is experientially based and will provide opportunities for skill, technique, and leadership development in winter camping, snowshoeing, and nordic and alpine skiing. Emphasis will be placed on developing basic skills, organizing, planning, leading, and evaluating the physical, cognitive, emotional, and special needs factors of an outdoor leisure pursuit for diverse populations.

REC 280 CANOE/CANOE CAMPING

4 credits. This experiential course is designed to instruct participants in canoeing techniques, safety, nomenclature, portaging and small group wilderness canoe trip leadership. Students will participate in a canoe camping trip on the Allagash Wilderness Waterway and will explore the flora, fauna and history of this unique wilderness area.

REC 360 ROPES COURSE MANAGEMENT

3 credits. This course requires students to actively participate and engage in activities involving low and high ropes course elements. Students will learn how to safely manage ropes course facilities and to guide participants through ropes course elements. Students will develop and facilitate a variety of adventure experiential education activities and projects.

REC 364 INTRODUCTION TO ROCK CLIMBING

3 credits. This course requires students to actively participate in both indoor and outside rock climbing. This course will serve as a foundation for students desiring to learn and explore the activity of climbing. Students will be required to participate in an outside trip in April.

REC 374 WILDERNESS EXPEDITION SKILLS

4 credits. Prerequisites: Rec 234 and Rec 235. This experiential course requires students to work with a faculty member to design and carry out an extended backpacking trip. This leadership-related course focuses on developing outdoor skills in backcountry living and students will participate in an extended trip.

REC 402 INTERPRETING THE ENVIRONMENT

3 credits. This course will examine the history, philosophies, trends, methods, and techniques of outdoor education and interpretation. Students will be given the opportunity to develop and practice a variety of interpretive and educational skills through the use of class activities and projects.

REC 480 RECREATION SEMINAR

3 credits. Prerequisites: Rec 120 and junior/senior level standing in recreation or approval by instructor. This class leads to the approval of a summer internship at a recreational agency as approved by the instructor. Topics covered include resumes and cover letters, job analysis, management, discrimination laws and training in recreation.

REC 495 INTERNSHIP

8 credits. Prerequisites: Rec 120, Rec 480 or permission of instructor. All recreation students must complete a 10-week (350 hours) internship in an approved

outdoor recreation/tourism agency. The internship must be directly related to the student's concentration and be approved by a recreation advisor.

Russian
College of Arts & Sciences

RUS 101 ELEMENTARY RUSSIAN I

3 credits. Interactive introduction to the Russian language. Stresses a multifaceted approach to communication in the Russian language. Language instruction focuses on Russian history and culture.

RUS 102 ELEMENTARY RUSSIAN II

3 credits. Prerequisite: Rus 101 or equivalent. Interactive continuation of the Russian language. Stresses the use of vocabulary in conducting everyday activities in Russia. Language instruction focuses on Russian history and culture.

Science
College of Arts & Sciences

SCI 100 SURVEY OF SCIENCE

3 credits. Sci 100 is intended to survey physical and biological science courses, while affording students a grasp on concepts in areas of science such as biology, chemistry, geology, and physics. This course will prepare students for further study in 100-level science courses. Four hours of combined lecture-lab per week.

SCI 480 RESEARCH METHODS IN SCIENCE

3 credits. Prerequisite: Permission of a science faculty member from the Department of Mathematics and Science who will serve as the supervisor. A seminar which provides an introduction to procedures involved in scientific research. Emphasis is placed upon experimental design, methodology, and technique. The student works under the supervision of a faculty member on a project in the general areas of biology, chemistry, ecology, or geology. Offered by arrangement.

Social Work
College of Professional Programs

SWK 200 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

3 credits. Prerequisites: Psy 100 and/or Soc 100. The course explores social work

and other human service professions and how each meets human needs. Social welfare institutions are reviewed through cultural, political, and economic contexts for American and Canadian society. There is special attention to service delivery in a rural context, populations-at-risk and societal oppression.

SWK 202 ETHICS IN THE HELPING PROFESSIONS

3 credits. Prerequisites: Psy 100 and Soc 100, may be taken concurrently. The course focuses on basic ethical and legal concepts as applied to social work and human service policies and practices. Issues pertaining to confidentiality, clients' rights, informed consent, mandated reporting, and dual relationships will be surveyed. Identifying and resolving ethical dilemmas and developing problem solving skills will be introduced.

SWK 207 COMMUNITY MENTAL HEALTH CARE

3 credits. Prerequisite: Psy 100 or Soc 100. This is a basic course in the history and evolution of mental health, focusing on contemporary community mental health care, particularly service systems of Maine. It is not a "how to" class in counseling or mental health diagnosis, rather, it presents information through guest presentation, panel discussion, and dialogues.

SWK 236 PSYCHOSOCIAL REHABILITATION

3 credits. Prerequisite: Psy 100. This course examines the basic principles of psychosocial rehabilitation and its role in mental health and social service systems. Students will be introduced to client assessment, planning, intervention, and rehabilitation service strategies from the strengths perspective of clients. Course satisfies Mental Health Rehabilitation certification.

SWK 250 CHILD WELFARE

3 credits. Children and family services are a significant part of human service history and practice. Students are introduced to children, family, and youth services with emphasis on Native American populations and other oppressed groups. Current systems of child welfare will be critiqued and concepts of child neglect, abuse, and exploitation studied.

SWK 285 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

3 credits. Completion of Swk 200 recommended, but not required. Empowering people to change requires understanding the dynamics of human interaction. This course initiates students' awareness of the interplay between humans, their behavior, and their social environment. This concept is primary to preparation as a generalist practitioner of social work. This course focuses on individual development in a family context.

SWK 287 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

3 credits. Completion of Swk 200 recommended, but not required. Empowering people to change requires understanding the dynamics of human interaction. This course initiates students' awareness of the interplay between humans, their behavior, and their social environment. This concept is primary to preparation as a generalist practitioner of social work. This course examines families, groups, organizations, and communities.

SWK 300 SOCIAL WELFARE POLICY AND ISSUES

3 credits. Corequisite: Swk 200. Students will be introduced to methods of assessment and analysis of social welfare policy. The interrelation of policy and society will be studied. The course reviews social welfare history, public policy development, and how social work is organized by social welfare to respond to need.

SWK 305 ETHNICITY AND MULTICULTURALISM

3 credits. Open to students from any major as a course in diversity. The purpose of this course is to encourage students' exploration of culture and ethnicity, especially in relation to social work and other human service professions. Developing ethnic self-awareness will be a primary course objective. Students learn about advocacy, education and role modeling to support and understand multiculturalism in society. Course satisfies Mental Health Rehabilitation certification.

SWK 307 INCEST AND SEXUAL ABUSE

3 credits. Prerequisite: Psy 100 or Soc 100 or permission of instructor. This course provides basic knowledge about the complex dynamics of incest and sexual abuse. A historical review is presented as well as various models of understanding issues associated with sexual abuse and incest. Review of traditional response/treatment approaches and new techniques for use with sexual abuse victim population will be discussed. Course satisfies Mental Health Rehabilitation certification.

SWK 309 CASE MANAGEMENT PRACTICE

3 credits. Prerequisite: Psy 100. Careers in human service delivery require skill development to address problems and develop a plan for resolution. This course introduces students to basic case management techniques and challenges participants to become "professional helpers." Course satisfies Mental Health Rehabilitation Certificate.

SWK 315 SOCIAL WORK PRACTICE I

3 credits. Admission into the BSW program required. The first of three practice classes, students acquire entry level skills such as interviewing, data collection, documentation, dealing with ethical dilemmas necessary for beginning generalist social work practice. Critical thinking and self-exploration are integral components of coursework. Diversity, empowerment and a strengths perspective in relation to the individual system emphasized.

SWK/SOC 325 GERONTOLOGY

3 credits. Prerequisite: Soc 100. This course introduces students to the issues of aging through an interdisciplinary perspective. Social forces affecting people as they age, including biological, psychological, social, and spiritual issues is presented in a seminar class style. Current research and theory is critiqued. Aging is presented as a process rather than singular life event.

SWK/EDU 350 – CHILDREN AND GRIEF AND ITS IMPACT ON LEARNING

3 credits. The purpose of this class is to enrich students' exploration of their understanding of death and loss, as it relates

to children, especially in the context of social work teaching and other human service professions.

SWK 381 CRISIS INTERVENTION

3 credits. Prerequisite: Psy 100. A study of areas of human behavior typically necessitating intervention, with particular focus on family violence, substance abuse and severe depression. Students learn to identify behaviors that indicate crises, develop personal skills and models of intervention, and appropriate referral tactics. Issues of personal, social, and legal relevance are covered. Cultural sensitivity will be emphasized. Course satisfies Mental Health Rehabilitation certification.

SWK 396A JUNIOR FIELD I

3 credit hours. One hundred (100) hours minimum of field work is completed during the semester under the instructor's supervision. Review of the experience occurs through group and individual classroom discussions. This course is open to students of all majors and can add a field experience to enrich their education.

SWK 396B JUNIOR FIELD II

3 credits. Prerequisites: BSW Major and Swk 200. Co-requisite: Swk 315. One hundred (100) hours minimum of field work is completed during the semester under the instructor's supervision. Review of the experience occurs through group and individual classroom discussion. Required for progression into the Senior Field Practicum.

SWK 400 SOCIAL WORK PRACTICE II

3 credits. Prerequisites: Swk 315, Swk 396B; co-requisite: Swk 496A. This course is designed to build on foundation developed in earlier generalist social work courses and assist in integrating knowledge, values and skills as applied to groups. A variety of approaches to the development of interpersonal communication, assessment, planning, intervention, evaluation with diverse groups are surveyed.

SWK 405 SOCIAL WORK PRACTICE III

3 credits. Prerequisite: Swk 400; co-requisite: Swk 496. The last of three courses

addressing skills and knowledge for generalist social work practice with communities, agencies and organizations. Students explore theory and practice of social change in macro systems, participate in politics, and develop skills of advocacy, networking, brokering, and organizing. This course continues to promote professional development.

SWK 425 TOPICS IN SOCIAL WORK

3-6 credits. This course will present topics that reflect social work practice concerns in a rapidly changing world of human needs. Students will engage in policy analysis, research, reflection and discourse. The topic will change, thus the course can be taken multiple times.

SWK 496A SENIOR FIELD I

6 credits. Prerequisites: Swk 315, Swk 396B; Co-requisite: Swk 400. The first of a two semester practicum, totaling 500 hours and a three hour weekly seminar. The course is designed to enhance students' abilities to function as professional generalist social workers, build upon knowledge, skills, values and personal qualities. The practicum integrates classroom material with practical and personal experience.

SWK 496B SENIOR FIELD II

6 credits. Prerequisites: Swk 400, Swk 496A; Co-requisite: Swk 405. This course is the continuation of a two semester practicum, totaling 500 hours and a three hour weekly seminar. The course is designed to enhance students' abilities to function as professional generalist social workers, build upon knowledge, skills, values and personal qualities.

Sociology
College of Professional Programs

SOC 100 INTRODUCTION TO SOCIOLOGY

3 credits. Prerequisite: A passing score on both the reading and writing placement tests or successful completion of Eng 100 or a non-degree seeking student. Provides multicultural and global examinations of the relationship of the self to society. Introduces students to the systematic study of human society through

sociological perspective and method. Emphasizes analysis of problems of social order and change. Includes socialization, social class and inequality, race and ethnicity, gender, social movements, social institutions, community, globalization, and deviance.

SOC/PSY 200 SOCIAL PSYCHOLOGY

3 credits. Prerequisite: Psy 100 or Soc 100. Considers the processes by which individuals interact with others, influence and are influenced by others, and are shaped by society. Includes topics such as the self, attitudes, prejudice, stereotypes, interpersonal attraction, group dynamics, and persuasion.

SOC 230 CRIMINOLOGY

3 credits. Prerequisites: Crj 200 and Soc 100. Course is a survey of criminology. Topics covered include the making of criminal law, crime statistics, theories of crime and criminal justice policy, different types of crime (e.g., 'victimless crime,' violent crime, property crime, domestic violence, white-collar crime, etc.), and the social and criminal justice foundations of policing, courts, and corrections.

SOC 303 RACE, CLASS, AND POWER

3 credits. Prerequisite: Soc 100. A sociological analysis of structured inequality in the United States. Analyzes political, economic, and social power structures, and the nature and extent of inequality (based on race, gender, class, ethnicity, sexuality, etc.) across North America. Topics include institutionalized forms of domination such as racism, classism, sexism, and colonialism, as well as reactions to them.

SOC 304 COMMUNITY, SOCIAL CHANGE, AND DEVELOPMENT

3 credits. Prerequisite: Soc 100. Explores the culture and social organization of communities with reference to migration, human ecology, community development, social class, gentrification, and social change movements. Special emphasis on rural settings.

SOC 308 URBAN SOCIOLOGY

3 credits. Prerequisite: Soc 100. Exploration of cultural and social/psychologi-

cal processes in urban living, and analysis of urban social problems. Special topics include the effects of migration; community formation among class, ethnic, age, and sex groups; classical images of the city; the human ecology of urban areas; urban life styles; and crises in urban institutions.

SOC/PSY 311 RESEARCH METHODS I

3 credits. Prerequisites: Psy 100 or Soc 100, and Mat 101 or Mat 201. Presents fundamentals of research design, measurement, and data analysis. Applications of research methods within the behavioral sciences, including scientific writing and professional ethics.

SOC/PHE 313 PSYCHOLOGY AND SOCIOLOGY OF SPORT AND MOVEMENT

3 credits. Sport and movement activities as psycho-social phenomena. Emphasis on the sociology of sport, the role of sport in society, and sports in the education systems of the United States.

SOC/SWK 325 GERONTOLOGY

3 credits. Prerequisite: Soc 100. This course introduces students to the issues of aging through an interdisciplinary perspective. Social forces affecting people as they age, including biological, psychological, social, and spiritual issues is presented in a seminar class style. Current research and theory is critiqued. Aging is presented as a process rather than singular life event.

SOC 335 SOCIAL DEVIANCE

3 credits. Prerequisite: Soc 100. An examination of the various sociological explanations of deviance. An analysis of the way power is socially organized and how the theoretical images of deviance are translated into social control policy and practice will be presented.

SOC 430 THEORETICAL CRIMINOLOGY

3 credits. Prerequisite: Senior standing. Emphasis on the study of theory as a vehicle for developing critical thinking skills. A focus on contemporary theories of crime including Marxism; Left Realism; Feminism; Peacemaking; Postmodernism and Cultural Criminology. Each theory is evaluated for actual and potential criminal justice policy consequences.

SOC 351 SOCIOLOGY OF THE FAMILY

3 credits. Prerequisite: Soc 100. Examination of family organization and interaction patterns among family members. Origin and development of kinship patterns found in Western and less urbanized and industrialized societies, and their relationship to economic institutions and social structures. The function of the family in socialization and enculturation of society's recruits. Examination of the family in relation to sex-role socialization and gender behavior. Family life cycle, including courtship, marriage, reproduction, and old age. Family organization and interpersonal dynamics within families are examined in relation to social class and ethnicity with emphasis on poor families and those of ethnic minorities. Special attention is devoted to family problems (e.g., single parenting, divorce, and domestic violence) and problems frequently associated with family life; e.g., drug and alcohol abuse, mental illness, and juvenile delinquency.

SOC/CRJ 358 DOMESTIC VIOLENCE

3 credits. Prerequisites: Eng 121 and Soc 230. Through a survey of literature on various issues within this topic, as well as a problem-based service-learning project, students will gain an understanding of the causes, nature, and extent of spousal and intimate partner violence. The course will also focus on criminal justice system responses and their relative effectiveness in dealing with the problem.

SOC/CRJ 372 POLICE AND POLICING

3 credits. Prerequisites: Crj 227, Eng 121, and Soc 230. The course examines the social, structural, and historical foundations of modern policing in relation to the nature and function of law enforcement. Primary analysis is placed on the nature, structure, and function of law enforcement in relation to crime prevention and control, and police/community relations. A corresponding emphasis is placed on the development of law enforcement policy toward the end of improving police/community relations, and enhancing crime prevention and control.

SOC/EDU 374 WABANAKI STUDIES

3 credits. Historical and contemporary issues related to Wabanaki people (Pas-samaquoddy, Penobscot, Wolastoq, Mi'kmaq, and Abenaki) are examined. Students analyze the contemporary situation of Wabanaki people and historical interactions among Wabanaki people and European settlers. Contributions of Wabanaki people to the social, economic, political, and cultural development of settler societies are discussed.

SOC/PSY 375 SEX AND GENDER

3 credits. Prerequisite: Psy 100 or Soc 100. Investigation of gender in North American society. Feminist, social constructionist, sociobiological, and social psychological perspectives will be explored. Focus is on the creation of gender identities, inequalities, cultural expectations, and cultural representations of gender. Other topics include childhood socialization, sexualities, gender activities, and social power.

SOC/CRJ 376 PUNISHMENT AND CORRECTION

3 credits. Prerequisites: Crj 227, Eng 121, and Soc 230. The course provides an in-depth examination of the social and historical foundations of the American correctional institution. Issues relating to the structure and social processes of institutions of confinement in relation to problems of treatment and rehabilitation are a primary focus. The course includes a systematic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in relation to the American correctional system.

SOC/CRJ 377 PROBATION, PAROLE, AND COMMUNITY-BASED CORRECTIONS

3 credits. Prerequisites: Crj 227, Eng 121, and Soc 230. Course focuses on the criminal justice and sociological aspects of the development and current practices involving probation, parole, community-based corrections, and a variety of intermediate sanctions. Students write simulated presentence reports and evaluate actual files (with names removed) in relation to a variety of simulated decisions

(e.g., whether to recommend probation or confinement in the Maine Youth Center).

SOC/CRJ 378 WOMEN AND CRIME

3 credits. Prerequisites: Eng 121 and Soc 230. The course explores the discourses, representations, and responses to female deviance and criminality in the Criminal Justice System, and how they serve as reflections of the views of wider society. Particular attention will be focused on portrayals of women who commit non-traditional offenses, and their implications in the study of gender and crime.

SOC 380 TOPICS IN SOCIOLOGY

3 credits. Prerequisite: Soc 100. Considers a topic in contemporary sociology not covered by other courses. Possible topics include population and ecology, medical sociology, victimology, sociology of religion, sociology of humor, violence and society, social conflict and peace, education, technology and social change, and futurology. May be repeated for credit when the topic is different.

SOC 430 THEORETICAL CRIMINOLOGY

3 credits. Prerequisite: Senior Standing. Emphasis on the study of theory as a vehicle for developing critical thinking skills. A focus on contemporary theories of crime including Marxism; Left Realism; Feminism; Peacemaking; Postmodernism and Cultural Criminology. Each theory is evaluated for actual and potential criminal justice policy consequences.

SOC/CRJ 496 FIELD EXPERIENCE

3-6 credits. Prerequisite: Crj major with junior or senior standing and consent of instructor. Supervised field experience in a social service or other setting where behavioral science background and skills are especially useful. Course may be repeated for a total not to exceed six credits.

Spanish

College of Arts & Sciences

SPA 101 ELEMENTARY SPANISH I

3 credits. Basic skills in Spanish with emphasis on speaking and listening com-

prehension. Spanish and Latin American Culture form the background.

SPA 102 ELEMENTARY SPANISH II

3 credits. Continuation of Spanish 101 with emphasis on past and future tenses and more advanced conversational skills.

Special Education
College of Education

SED/EDU 301 PROGRAM PLANNING AND CURRICULAR ADAPTATION FOR EXCEPTIONAL LEARNERS

3 credits. Prerequisite: Edu 200. This course covers the organization and planning process for students with disabilities, including the Pupil Evaluation Team (PET) process, IEP development, and writing goals and objectives. Topics include writing behavioral objectives, instructional management, and specialized practices for accommodating the curricular needs of students with disabilities.

SED 320 SPECIAL EDUCATION LAW

3 credits. Prerequisite: Edu 387. This course will review the statutory and regulatory foundations of United States and State of Maine public policies pertaining to the education of students with disabilities. This will include an overview of IDEIA and Maine State Special Education Regulations as well as judicial interpretations, due to process procedures, and other legal issues surrounding the entitlement and provision of education services to students with disabilities.

SED/EDU 352 COLLABORATION & CONSULTATION IN GENERAL AND SPECIAL EDUCATION

3 credits. Prerequisites: Edu 150, Edu 200 and Edu 387. This course provides educators with techniques and skills for effective communication, consultation, and collaboration with families, colleagues, and other professionals. Emphasis will be on developing an understanding of collaborative consultation, especially the Response to Intervention Model, as a process that enables people with diverse expertise to work together to generate solutions for educating at risk students or with special needs.

SED/EDU 362 LANGUAGE DEVELOPMENT IN EXCEPTIONAL LEARNERS

3 credits. Provides students with an understanding of language development from birth to early adulthood (both typical and atypical), effects of language delays and disorders on cognitive/affective performance. Emphasizes biological, psychological, and sociological foundations. Theory and practical activities utilized. Provides a context for working with children with exceptionalities in school settings.

SED/EDU 365 INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

3 credits. Prerequisites: Edu 387 and methods course. Explores methods of teaching students with special needs, highlighting effective strategies such as direct/indirect instruction, interactive instruction, experiential learning and independent study. Also cooperative learning, differentiated curriculum, and the use of the multiple intelligences theory; content-based approaches; assistive technology; and developing partnerships between classroom and special education teachers.

SED 372 ASSESSMENT IN SPECIAL EDUCATION

3 credits. Prerequisites: Edu/Sed 377 and Edu 387. Educational assessment methods and procedures used in decision making and program planning for students with mild disabilities including those from culturally or linguistically diverse backgrounds will be examined. This will include technical components and application of standardized norm referenced, criterion referenced, and informal assessment instruments. Rules and procedures mandated by the Individual with Disabilities Education Act and the Maine Special Education Regulations will also be examined.

SED/EDU 377 GUIDING POSITIVE BEHAVIOR

3 credits. Prerequisites: Edu 150 and Edu 200. This course focuses on explanatory models and methods for dealing with student misbehavior. Characteristics of students with special needs and related Maine special education regulations are

covered. Cooperative and student-centered disciplinary strategies are emphasized, with an emphasis on prevention and improving social skills. Collaborative teaming and culturally responsive teaching approaches are discussed.

SED/EDU 388 CLASSROOM INTERVENTION STRATEGIES

3 credits. Prerequisites: Edu 200 and Edu 387 or permission of instructor. Students are assigned to a student at risk/with special needs; a plan of intervention is developed and implemented. Emphasis is on monitoring on-going instruction; problem solving with school staff and course participants. Students will maintain a journal of interventions and responses.

Wabanaki Studies
College of Arts & Sciences

WAB 100 INTRODUCTION TO THE MICMAC LANGUAGE

3 credits. This course familiarizes students with the Micmac alphabet and language. Students will gain an understanding of the customs and traditions of the Micmac people and participate in role play and class discussion using the Micmac language.

WAB 105 INTRODUCTION TO MALISEET LANGUAGE

3 credits. This course will introduce students to the grammatical aspects of the Maliseet language. Traditional aspects of language such as storytelling, songs, dialogues, plays, and conversation will be emphasized. Students will be guided to enhance their listening skills and encouraged to practice reading, writing, and speaking skills.

WAB 110 WABANAKI WORLDVIEWS

3 credits. This course introduces students to the worldviews of the Maliseet, Mi'kmaq, Passamaquoddy, Penobscot, and Abenaki people. The values, beliefs, and ethics of the Wabanaki people as embedded within language, ceremonies, traditions, and instructional structures, will be explored both in historical and contemporary contexts. ★

Additional Information

Additional Information

Equal Opportunity Policy

In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

Questions and complaints about discrimination in any area of the University should be directed to the University Equal Opportunity Director, Bonnie DeVaney, (207) 768-9750 or to the Equal Opportunity Coordinator for the University of Maine System, who can be reached at 973-3370 (voice) or (207) 973-3300 (TDD), 16 Central Street, Bangor, Maine 04401.

Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission.

Inquiries about the University's compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), Boston, MA 02110-1491, telephone (617) 289-0111 (voice) or (877) 521-2172 (TDD). Gen-

erally, an individual may also file a complaint with OCR within 180 days of alleged discrimination.

Clinical Contracts

Many divisions of study at the University require as a condition of graduation the completion of one or more training programs or courses in a clinical setting, such as a hospital, clinic, professional office, or public schoolroom. Participation in these programs may require those students to execute releases or other contracts with the institution or provider of clinical services, which release them from liability, and which also provide that students will comply with all their participating requirements and regulations, including possible health examinations. The University assumes there will be assent and compliance to such requirements and procedures by each student upon his or her enrollment in those courses involving outside clinical study.

Right to Revise

The University of Maine at Presque Isle reserves the right to revise, amend, or change items set forth in this publication. Accordingly, readers of this publication should inquire about revisions, amendments, or changes which have been made since the date of printing. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses, and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University of Maine at Presque Isle.

Professional Licensure & Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their UMPI program should be aware that their host facility may require a criminal back-

ground check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at UMPI does not guarantee licensure, certification, or employment in the relevant occupation. ★

Buildings & Facilities

The University physical plant includes sixteen buildings on a 150-acre campus located on the south side of Presque Isle on U.S. Route 1.

Athletic/Recreation Facilities

A large playing field (Park Family Field), six lighted tennis courts, and other game fields are located on campus. The City of Presque Isle also has a ski area, recreation center and outdoor swimming pool. Aroostook State Park is nearby for camping, boating, swimming, cross country skiing and hiking. A large multipurpose building called the Forum is sometimes utilized for selected recreational and intramural activities, and arrangements are made with the Presque Isle Country Club for use of its eighteen-hole golf course.

Bookstore

The bookstore, owned and operated by the University, is located on the first floor of Kelley Commons. In addition to carrying the required textbooks, the bookstore stocks a selection of paper-backs, paper and pen supplies, clothing and imprinted items.

Campus Center

The Campus Center, constructed in 1992, houses the Office of Conferences and Special Programs, the Owl's Nest lounge, student organization offices, the Reed Art gallery, the Alumni room, the University Credit Union, and large multipurpose meeting rooms which can seat 400. The building was financed through a bond issue approved by Maine voters, generous contributions from hundreds of area individuals and businesses, and a student fee recommended and approved by the student body.

Facilities Support Building

Completed in spring 1990, this handicapped-accessible building houses the office of the Director of Physical Facilities. A receiving area and the electrical, carpentry, heating/plumbing and painting workshops are also located here.

Folsom/Pullen Hall

Folsom and Pullen join together to form the major classroom building on campus. Folsom was recently renovated with climate control classrooms, energy efficient lighting, and upgraded technology. Both areas are handicapped accessible. Folsom Hall is the science and mathematics wing, which houses five science laboratories, a lecture auditorium, herbarium, computer labs on the first floor, and faculty offices. The Northern Maine Museum of Science is also located in this wing with displays. Pullen Hall features general classroom space, the Fine Arts Studio, the Marguerite Pullen Art Gallery, and interactive television and compressed video classrooms.

Caroline D. Gentile Hall

The newest building on campus, the Caroline D. Gentile Hall was completed in January 2006. The facility houses a multi-purpose gymnasium for basketball, tennis, volleyball, badminton; a 37-foot climbing wall; an elevated track; state-of-the-art fitness center; and a six-lane 25-yard swimming pool with a one-meter diving board. The facility is used as a classroom space for physical education, athletic training, and recreation courses as well as a fitness/recreational space for students and the public. Students taking nine credit hours or more will be charged a fee.

Kelley Commons

The central dining facility seats 300 and operates a grill, serving lines and a salad bar. The dining area may be reached through the Campus Center by way of the grand staircase or elevator. The Bookstore, Campus Mailroom, Switchboard, and Day Care are located on the first floor of Kelley Commons.

Library

Completed in 1975, the Library houses over 400,000 items in various formats and has seating for over 100. A computer lab is located in the basement, with other computer stations located throughout the

building. All computers in the Library have access to the Internet, the World Wide Web, and dozens of online databases for research. Equipment for viewing videos and listening to compact disks is also available. Through the Library, students have access to materials located in all seven campuses and beyond. The building is handicapped accessible and has equipment for individuals who need vision assistance.

Normal Hall

The oldest building on campus, Normal Hall is a major faculty office facility. The building houses faculty offices, three classrooms, a small conference room, a faculty service center, the University Times, the campus radio station (WUPI) and a faculty lounge. The main floor is handicapped accessible.

Preble Hall

Preble Hall, which is handicapped accessible, is the major administrative building on campus. Offices located here include the President's Office, Academic Affairs, Administration and Finance, Admissions, Alumni Affairs, the Business Office, Financial Aid, Human Resources, Office of Student Records, Upward Bound, and Media & Community Relations.

Residence Halls

The residence hall system is designed to offer students a variety of living styles, options, and alternatives in a comfortable learning environment. There are three on-campus halls (Emerson, Merriman, and Park) and one off-campus facility (Skyway Suites), which offer two and three person rooms. Each on-campus hall features brick construction, a sprinkler system, fire alarms, a large lounge with a big screen cable television and a pool table, comfortable study lounges, on-site laundry facilities, in-room cable, a kitchen area, telephone service, and internet accessibility. The off-campus hall includes fire alarms, a large lounge with a big screen cable television, on-site laundry fa-

Buildings & Facilities

continued

ilities, in-room cable, and telephone service. Family housing is also available in duplexes near the Skyway Suites. Interested individuals should contact the Director of Residence Life at 207.768.9560.

Emerson Hall is capable of housing 151 upper-class men and women in a traditional residence hall setting. Residents are housed co-educationally room by room. Located on the northwest corner of the hall is *Emerson Annex*, which houses the offices of Residence Life, Student Activities, Health Services, Safety and Security.

Merriman Hall is capable of housing 75 predominately freshmen men and women in a traditional residence hall setting. Residents are housed co-educationally by floor.

Park Hall is capable of housing 98 freshmen men and women in a traditional residence hall setting. Residents are housed co-educationally by floor.

Skyway Suites is capable of housing 29 men and women in suite style housing. Residents are housed co-educationally by suite. Suites are set up so that two-double occupancy rooms are connected by a full bathroom and kitchen. Residents of Skyway must be over the age of 21 with no conduct code violations. Skyway is 2.4 miles from campus. Residents are required to set up their own transportation to and from Skyway.

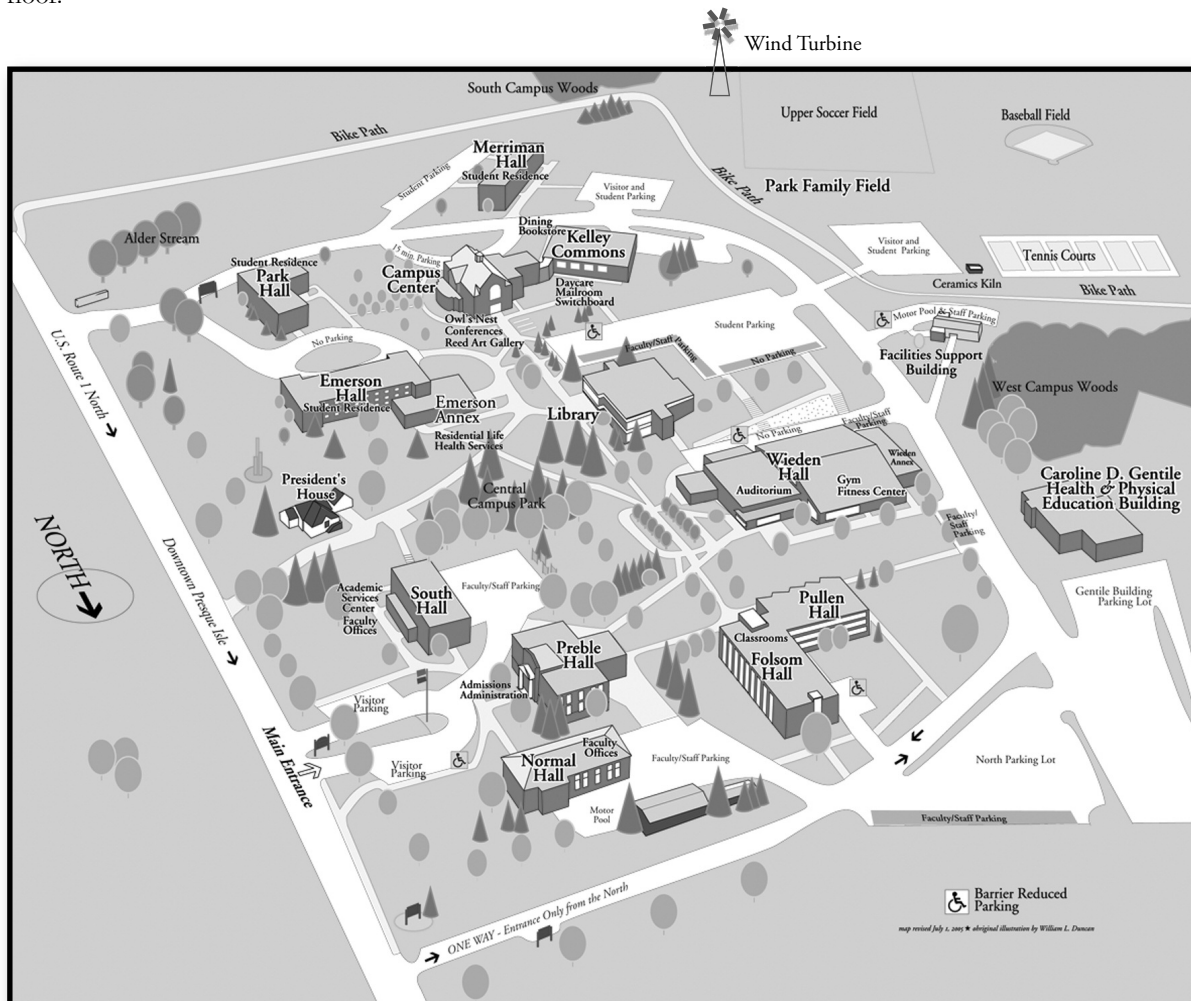
South Hall

A colonial-style hall that is fully handicapped accessible, the first floor is home

to the Dean of Students, Counseling, Career Planning and Placement, and Student Support Services. In addition to faculty offices and a faculty service center, South Hall houses the Advising Center, Writing Center, Affirmative Action/Equal Employment Opportunity office, and Pro-metric Test Center.

Wieden Hall

This multi-purpose building houses the gymnasium, physical education and PTA-classrooms, faculty offices, the Director of Athletics, the athletic equipment room, and the athletic training room. Also located in the building are a ceramics lab and a 400-seat auditorium. ★



Administration

BOARD OF TRUSTEES

Stephen Bowen, Commissioner of Education	Augusta
Kurt W. Adams	Portland
Eleanor M. Baker	Portland
Samuel W. Collins, Vice Chair	Caribou
Norman L. Fournier	Wallagrass
Tamera Grieshaber	Lewiston
Tyler Hadyniak	Freedom
M. Michelle Hood, Chair	Brewer
Gregory G. Johnson	Harpwell
Kevin P. McCarthy	Portland
Marjorie Murray Medd	Norway
Paul J. Mitchell	Waterville
Victoria M. Murphy	Portland
Bonnie D. Newsom	Eddington
Karl W. Turner	Cumberland
Lyndel J. Wishcamper	Portland

CHANCELLOR OF THE UNIVERSITY OF MAINE SYSTEM

Richard Pattenaude

BOARD OF VISITORS

Jefferson Ashby	Directing Attorney, Pine Tree Legal
Nathan Berry	Partner, Barresi Financial
Kris Doody	CEO, Cary Medical Center
Robin Doody	General Manager, Northeastland Hotel
Stephen Farnham	Executive Director, Aroostook Area Agency on Aging
Alan Harding	Hardings Law Office
Michael Kelley, Sr.	Regional VP, TD BankNorth
Stephen Richard	Executive Director, Central Aroostook Association ARC
Ted Shapiro	Meteorologist, WAGM-TV 8

OFFICE OF THE PRESIDENT

President	Linda Schott
Director of Development & Alumni Relations	Keith Madore
Director of Community & Media Relations	Rachel Rice

ACADEMIC AFFAIRS

Provost & Vice President of Academic Affairs	Michael E. Sonntag
Chair, College of Arts & Sciences	Raymond J. Rice
Interim Chair, College of Education	Clare A. Exner
Chair, College of Professional Programs	Clare A. Exner
Director of Student Records	Kathy Davis
Director of Reed Art Gallery	Heather Sincavage
Director of Houlton Center	Charles P. Ames

ADMINISTRATION AND FINANCE

Vice President of Administration & Finance	Charles G. Bonin
Director of Business Systems	Eldon J. Levesque
Bookstore Manager	Gregory Doak
Coordinator of Conferences & Special Programs	Mary L.E. Lawrence
Director of Financial Aid	Christopher A.R. Bell
Director of Food Service	Mark Stamper
Manager of Physical Facilities	Robert Aughinbaugh

STUDENT SERVICES

Interim Vice President of Student Affairs/ Dean of Students	James D. Stepp
Interim Athletic Director	Paul Stone
Director of Academic Advising	Lorelei Locke
Director of Admissions	Erin V. Benson
Director of Career Services/Director of AA/EEO	Barbara J. DeVaney
Director of Counseling	Ralph McPherson
Director of Health Center	Linda J. Mastro
Director of Residence Life	James D. Stepp
Area Coordinator – Student Activities	Vanessa Pearson
Director of Student Support Services	Mary Kate Barbosa
Director of Upward Bound	Darylen Cote
Director of Testing Services	John Harrington
International Student Services	Barbara J. DeVaney & John Harrington

2012-2013 Academic Calendar

Fall 2012 Calendar

Classes begin	Tuesday	September 4, 2012
Last Day to Add a Class	Monday	September 10, 2012
Last Day to Withdraw from a Class/University	Wednesday	September 12, 2012
Last Day to Request Pass/Fail Option	Tuesday	September 18, 2012
Fall Break begins	Monday	October 8, 2012
Classes resume	Thursday	October 11, 2012
Mid-Term Grades due	Wednesday	October 24, 2012
Advisement & Registration for Spring 2013 Begins	Monday	November 5, 2012
Last Day to Withdraw from a Class, Withdraw from the University, Request a Leave of Absence (With "W" Grade)	Friday	November 6, 2012
Veterans Day - no classes, offices closed	Monday	November 12, 2012
Advisement & Registration for Spring 2013 Ends	Wednesday	November 14, 2012
Thanksgiving Vacation begins	Wednesday	November 21, 2012
Classes resume	Monday	November 26, 2012
Last Day of Classes	Friday	December 14, 2012
Final Examinations begin at 8 AM	Monday	December 17, 2012
Final Examinations end at 5 PM	Thursday	December 20, 2012

Spring 2013 Calendar

Classes begin	Tuesday	January 22, 2013
Last Day to Add a Class	Monday	January 28, 2013
Last Day to Withdraw from a Class/University	Wednesday	January 30, 2013
Last Day to Request Pass/Fail Option	Friday	February 1, 2013
February Vacation begins	Monday	February 18, 2013
Classes resume	Monday	February 25, 2013
Mid-Term Grades due	Monday	March 18, 2013
Spring Vacation begins	Monday	April 1, 2013
Classes resume	Monday	April 8, 2013
Last Day to Withdraw from a Class, Withdraw from the University, Request a Leave of Absence (With "W" Grade)	Monday	April 8, 2013
Advisement & Registration for Fall 2013 Begins	Monday	April 8, 2013
University Day	Wednesday	April 10, 2013
Patriot's Day-offices closed, classes in session	Monday	April 15, 2013
Advisement & Registration for Fall 2013 Ends	Tuesday	April 16, 2013
Last Day of Classes	Friday	May 10, 2013
Final Examinations begin at 8 AM	Monday	May 13, 2013
Final Examinations end at 5 PM	Thursday	May 16, 2013
Commencement	Saturday	May 18, 2013

Faculty & Staff

Faculty & Staff

Faculty & Staff

Date after each name indicates initial year of appointment.

- ALBERT, ANTHONY J. 1995, Software Support Specialist; B.S., University of Maine, 1993.
- ALBERT PARKS, DEENA 2010, Athletic Training Clinical Education Coordinator; B.S., University of Maine, 1995; M.S., St. Joseph's University, 2001.
- AMES, CHARLES P. 1982, Director of Houlton Higher Education Center; A.S., St. Clair County Community College, 1973; B.S., Central Michigan University, 1976; M.P.A., University of Maine, 1987.
- ARMSTORNG, TRICIA 2007, Administrative Assistant I; B.A., University of Maine at Presque Isle, 2000.
- AUGHINBAUGH, ROBERT 2011, Director of Facilities Management.
- BAKER, PTRICK, 2011, Head Athletic Trainer; B.S., University of Maine at Presque Isle, 2008; M.S., Montana State University, 2009.
- BARBOSA, MARY KATE 2006, Director of Student Support Services; B.A., Middlebury College, 1990; M.S., University of New England, 2005.
- BEAUDET, SUZANNE M. 1981, Professor of HPER; B.S., University of New Hampshire, 1971; M.A., 1975, Ph.D., University of Maryland, 1978.
- BELANGER, NOLA 1994, Administrative Assistant II.
- BELL, CHRISTOPHER A.R. 1985, Director of Financial Aid; B.A., University of Maine at Farmington, 1982.
- BENSON, ERIN V. 1993, Director of Admissions; A.A., Miami Dade Community College, 1980; B.F.A., Florida State University, 1983.
- BENSON, HYURM 2011, Assistant Professor of Art; A.S.A., Brigham Young University, 2003; B.F.A. Brigham Young University, 2005; M.F.A. University of North Texas, 2008.
- BERCHERT, BRENDA 2011, Building and Grounds Maintenance Worker.
- BLACKSTONE, BARBARA J. 1999, Associate Professor/Director Athletic Training Program; B.S., University of Maine at Presque Isle, 1991; M.S. United States Sports Academy, 2001.
- BLACKSTONE, JESSICA 2005, Assistant Director of Admissions; B.S., University of Maine at Presque Isle, 2004.
- BLAIR, SHEILA 2011, Student Success Specialist, B.A., University of Maine at Presque Isle, 2011.
- BONIN, CHARLES G. 1975, Vice President for Administration and Finance; B.S., Ricker College, 1977.
- BOUCHARD, LAURA 1993, Administrative Assistant I.
- BOUCHER, LAURIE 1997, Staff Associate; A.S. Northern Maine Technical College, 1995.
- BOURGOINE, JOSEPH 1995, Mechanic & Trades Worker.
- BOYD, ETHELYN 1971, Administrative Specialist; A.A., Husson College, 1971.
- BRETON, WILLIAM 2007, Assistant Professor of Special Education; B.S., Fort Kent State College, 1968; M. Education, University of Maine, 1971; Ed. D, University of Maine, 1987.
- BRISSETTE, ERIC A. 2004, Webmaster.
- BRISSETTE, GRETCHEN 1983, Library Assistant II; A.A., University of Maine at Presque Isle, 1990.
- CASCIANO, JAMES 2011, Head Men's Basketball Coach and Assistant Athletic Director; B.S., Drexel University, 1978.
- CASHMAN, JEAN H. 1992, Associate Professor of Social Work; B.S., 1972, M.S.W., University of Connecticut, 1979; Licensed Clinical Social Worker Certification, State of Maine; Academy of Certified Social Workers.
- CHALOU, BARBARA SMITH 1999, Professor of Education; A.A., N.E. School of Arts, 1980; B.A., 1995; M.Ed., 1997; Ed.D., University of Massachusetts, 1999.
- CHASE, CATHERINE 2005, Student Support Services Science Lecturer; B.S., University of Vermont, 1979; M.S. California State University, 1987.
- COFSKE, MICHELLE 2006, Distance Education Technician I; A.A., University of Maine at Presque Isle, 2006.
- COTE, DARYLEN 2004, Director of Upward Bound; B.A., University of Maine, 1972; M.S., University of Southern Maine, 2001.
- COULTER, MALCOLM A. 1978, Lecturer of Mathematics; B.S., University of Notre Dame, 1966; M.Ph., Yale University, 1971.
- CRAIG, HEATHER I. 2007, Administrative Assistant I; A.A., Northern Maine Isle, 1997.
- CROWE, MELISSA 2011, Assistant Professor of English; B.A. University of Maine, 1996; M.F.A., Sara Lawrence College, 1999; Ph.D., University of Georgia, 2005.
- DANIELS, GREGORY C. 1996, Coordinator of Safety and Security; A.A., 1978, B.A., University of Maine at Presque Isle, 1980.
- DAVIS, KATHY K. 1998, Director of Student Records and Information Management; A.S., University of Maine at Orono, 1985; B.S., Husson College, 1988.
- DEFELICE JR., JOHN F. 2000, Associate Professor of History; B.A., Gordon College, 1991; M.A., 1994; Ph.D., Miami University, 1998.
- DERY JR., EDGAR 1995, Coordinator of TV & Media Services.
- DEVANEY, BARBARA J. 1989, Director of Career Services/Director of AA/EEO; B.S., University of Maryland, 1972; M.P.A., University of Cincinnati, 1981.
- DOAK, GREGORY 2008, Manager of Bookstore; B.S., University of Maine.
- DOBRIN, SCOTT 2012, Assistant Professor of Biology; B.S. University of Florida, 2003; M.S. North Carolina State University, 2006; Ph.D. Wake Forest University, 2011.

- DORSEY-DUREPO, CAROLYN** 2009, Assistant Professor of Business; B.S.B.A., Husson University, 1991; M.S.B., Husson University, 1995; M.S. Human Relations, Husson University, 2009.
- DURR, CHARLOTTE** 2011, TRIO College Access Advisor; B.S. University of Maine at Farmington, 1966; M.S., University of Maine, 1996.
- DURR, JANNIE B.** 2009, Area Coordinator Residence Hall; B.A., Bates College, 1998.
- EMERY, STACEY** 2012, Assistant Professor of Business; B.A. University of Maine at Presque Isle, 2006; M.A., Husson University, 2008.
- EXNER, CLARE A.** 1989, Chair, College of Professional Programs; Professor of Business Management; B.A., State University of New York at Albany, 1971; J.D., Rutgers University, 1980.
- FISCHER, VIRGINIA S.** 1984, Reference/Government Information/Reader Services Librarian; B.A., York University, 1975; M.L.S., University of Western Ontario, 1976.
- FLETCHER, NANCY L.** 1981, Head of Access Services; A.A., University of Maine at Presque Isle, 1992; A.A. University of Maine at Augusta, 1999.
- GARDINER, RICHARD** 2006, Director of Gentile Hall; B.S., University of Maine at Presque Isle, 1981.
- GARDNER, SHARA ANNE** 2006, Administrative Assistant II; B.A. University of Maine at Presque Isle, 2004.
- GILES, H. ANDERSON** 1979, Professor of Art; B.A., The College of William and Mary, 1971; M.F.A., East Carolina University, 1978.
- GORDON, ALAN D.** 1990, Lecturer Physical Education/Men's Soccer Coach; B.S., University of Maine at Presque Isle, 1987; M.S., Ithaca College, 1990.
- GORNEAULT, RENE** 2007, Academic Counselor; B.S. University of Maine at Presque Isle, 2003.
- GRAVES, LINDA M.** 1980, Professor of Medical Lab Technology and MLT Program Director; B.A., University of Maine, 1973; M.T., Northeastern University, 1974; M.S., 1982, Ed.D., University of Maine, 1989.
- GREEN, DAREN** 2005, Microcomputer Technician.
- GREENE, MICHELLE** 2007, Library Assistant I.
- GREEN, MICHELE** 2007, Secretary; B.A., University of Maine at Presque Isle, 1992; B.S., University of Maine at Presque Isle, 1992.
- HALL, CALVIN** 2011, TRIO College Access Advisor; B.S., University of Maine, 1982; M.P.A., University of Maine, 1986.
- HALE, PATTI**, 2001, Administrative Assistant I; A.A., Northern Maine Technical College, 1999.
- HAMEL, DENISE** 2003, Administrative Specialist; A.S., Mt. Ida College; B.S., Fitchburg State College, 1994.
- HARRINGTON, JOHN D.** 1984, Director of Testing Services/International Student Services; B.S., University of Wisconsin at Stevens Point, 1975; M.A., Ball State University, 1976.
- HARRISON, RICHARD B.** 2000, Coordinator of Graphic Design, Photography & Website; B.A., State University of New York at Plattsburgh, 1973; M.A.T., Simmons College, 1979.
- HATHAWAY, MAXINE** 1980, Administrative Assistant I.
- HEIDORE, MARCUS** 2011, Head Women's Basketball Coach and Sports Information Director; B.S., University of Wisconsin; 1998; M.S., University of Wisconsin, 2007.
- HENDERSON, JEAN A.** 1993, Counselor/Coordinator of Student Services; A.S., Northern Essex Community College, 1975; B.S., Merrimack College, 1981.
- HENDERSON, RICHARD** 2001, Building & Grounds Maintenance Worker.
- HERZOG, TOMASZ** 2006; Associate Professor of Social Studies Education; B.A., Theological Seminary, 1989; M.A., Adam Mickiewicz University, 1993; Ph.D., Adam Mickiewicz University, 2002.
- HESTER, MARTEEN** 1999, Manager of Instructional Technology; A.S., Northern Maine Technical College, 1986.
- HICKMAN, LINDA S.** 1996, Administrative Assistant I.
- HIGGINS, FRANK** 2011, Building and Grounds Maintenance Mechanic Trades Worker, A.S. Eastern Maine Community College, 1988.
- HIGGINS, KATHRYN** 2003, Administrative Assistant I; A.A.S., Northern Maine Technical College, 2002.
- HODGKINS, DEBORAH L.** 1999, Associate Professor of English; B.A., College of the Holy Cross, 1987; M.A., University of Pittsburgh, 1989; Ph.D., University of New Hampshire, 1998.
- HOLMQUIST, CHARLES** 1974, Building & Grounds Maintenance Mechanic and Trades Worker.
- HUDSON, DALE** 2000, Distance Education Technician I; A.A., Laney College, 1979.
- JACKSON, NANCY** 2000, Administrative Specialist; A.S., Northern Maine Technical College, 1985.
- JAMES, MITCHELL** 1999, Building & Grounds Maintenance Worker.
- JOHNSON, CHARLES** 2010, Assistant Professor of Criminal Justice, B.S. California State University, 1986; M.S., California State University, 1992; Ph.D., Washington State University, 2008.
- JOHNSON, PAUL** 2010, Assistant Professor of Psychology; B.A., University of Southern Maine, 2000; M.S., University of Southern Maine, 2003; Ph.D., University of Southern Maine, 2008.
- JOHNSTON, JASON C.** 2007, Assistant Professor of Wildlife Ecology; B.A., Bowdoin College; M.S., University of Delaware; Ph.D., University of Maine, 2007.
- JOSEPH, LUKE E.** 2009, Retention Activities Coordinator; B.S., University of Maine at Presque Isle, 2009.
- KILCOLLINS, KEVIN** 2006, Desktop Support Technician.
- KNOPP, MICHAEL A.** 1997, Assistant Chair, College of Arts & Sciences; Associate Professor of Chemistry; B. A., 1976, M.S., State University of New York, 1980; Ph.D., Syracuse University, 1989.
- LABBE, MICHELLE** 2011, TRIO College Access Advisor; B.A., University of Massachusetts, 1985.

- LALONDE, DANIEL** 2002, Micro-Computer Technician; 3 A.A. Degrees, Northern Maine Technical College, 2000 & 2002.
- LAMBERT, BARBARA** 1985, Administrative Support Supervisor; A.S., Northern Maine Technical College, 1983.
- LAVWAY, LYNNELLE** 2006, Administrative Assistant I.
- LAWRENCE, MARY L.E.** 1977, Coordinator of Conferences and Special Programs; A.A., University of Maine at Presque Isle, 1988.
- LEDUC, LISA R.** 2002, Associate Professor of Criminal Justice; B.A., University of Ottawa, 1990; M.A., University of Ottawa, 1992; Ph.D., Carleton University, 2003.
- LEVESQUE, ALYRE** 2012, Building Mechanic and Trades Worker.
- LEVESQUE, CONNIE** 1983, Administrative Assistant I.
- LEVESQUE, ELDON J.** 1974, Director of Business Systems; A.A., Northern Maine Vocational Technical Institute, 1974; B.S., Unity College, 1980.
- LIGHTBOWN, MEGHAN K.** 2010, Assistant Director of Student Support Services; B.S.W., University of Maine at Presque Isle, 2010.
- LOCKE, LORELEI** 1992, Director of Advising; B.L.S., University of Maine at Presque Isle, 1990; M.Ed., University of Maine, 1999.
- LONDON, BARBARA** 2011, TRIO College Access Advisor; B.A., University of Maine at Presque Isle, 2000.
- LOWMAN, JACQUELYN** 2006, Assistant Professor of English; B.A., Connecticut College, 1993; M.A., University of Chicago, 1997; Ph.D., Michigan State University, 2004.
- LU, ZHU-QI** 1988, Professor of Mathematics; B.A., Beijing Polytechnic University, 1982; M.A., 1985, Ph.D., State University of New York at Buffalo, 1989.
- MADORE, DANETTE N.** 2003, Upward Bound Counselor; A.S., Husson College, 1996; B.A., University of Maine at Presque Isle, 2000.
- MADORE, KEITH L.** 1996, Director of Development & Alumni Relations; B.A., University of Maine at Presque Isle, 2002.
- MARSTON, KELI** 2011, Fitness and Wellness Coordinator, B.S., University of Maine at Presque Isle, 1998; M.S., Marshall University, 2003.
- MASTRO, LINDA J.** 1999, Director of the Health Center; R.N., Northern Maine Technical College, 1988; N.P., University of Pennsylvania, 1991.
- MCAVADDY, BEVERLY** 1990, Administrative Assistant I.
- MCCARTNEY, KEVIN** 1988, Professor of Geology; B.S., Virginia Polytechnic Institute and State University, 1976; M.S., 1981, Ph.D., Florida State University, 1988.
- MCCOSKER, KAREN M.** 1991, Lecturer of Language Arts; B.A., 1969, M.A., Syracuse University, 1971.
- MCGLINN, CAROL** 2006, Assistant Director/Academic Coordinator Upward Bound; B.S., University of Maine at Presque Isle, 1992.
- MCLAUGHLIN, LINDA** 2007, Administrative Assistant I; A.S., Northern Maine Community College, 1995.
- MEACHAM, SOHYUN** 2012, Assistant Professor of Early Childhood Education; B.A., Ewha Womans University, 1999; M.A.T., Webster University, 2003; Ph.D. (ABD) University of Delaware, 2012.
- MERRILL, STEPHEN W.** 1987, Professor of Accounting; B.S., 1970, M.B.A., University of Maine, 1971; M.S., Bentley College, 1983; C.P.A.
- MICHAUD, ROBERT** 1997, Building & Grounds Maintenance Worker.
- MOIR, JOSEPH** 2001, Mechanical Supervisor.
- MORE II, WILLIAM J.** 2009, Building & Grounds Maintenance Worker.
- MURRAY, ROBERT L.** 1990, Associate Professor of Management; B.A., University of Massachusetts at Boston, 1979; M.B.A., Suffolk University, 1981.
- NICHOLS, NANCY** 2011, Administrative Assistant I; A.S., Thomas College, 1980.
- OUELLETTE, HEATHER** 2012, Student Success Specialist; B.A., University of Maine at Presque Isle, 2008; M.A., University of South Carolina, 2011.
- OUELLETTE, DAVID** 2004, Executive Director of Central Aroostook Council on Education; B.A., University of Maine, 1970; M.A., University of Maine, 1985.
- PARENT, TRAVIS** 2012, Assistant Athletic Trainer; B.S., University of Maine at Presque Isle, 2004; M.S., California University, 2011.
- PARENT, TREVOR** 2010, Admissions Counselor; B.S., University of Maine at Presque Isle, 2007.
- PARKS, PHILIP** 1989, Electrical Coordinator; DEP Northern Maine Technical College, 1972.
- PATENAUDE, VANESSA** 2011, Assistant Professor and Academic Coordinator of Clinical Education for the Physical Therapist Assistant Program; B.S., University of New England, 1988; M.S., University of Indianapolis, 1991
- PEARSON, VANESSA** 2011, Coordinator of Students Activities and Leadership Development; B.A., Elizabethtown College, 2008; M.A., Indiana University of Pennsylvania, 2010.
- PELKEY, DOUGLAS** 1973, Book Manager.
- PERKINS, KIM-ANNE** 1991, Professor of Social Work; B.A., Simmons College, 1977; M.S.W., Eastern Washington University, 1983; Licensed Clinical Social Worker Certification, State of Maine, 1988.
- PINETTE, ROBERT J.** 1983, Professor of Biology/Curator of the Herbarium; B.S., University of Maine at Fort Kent, 1975; M.S., 1979, Ph.D., Iowa State University, 1983.
- PUTNAM, DAVID E.** 2001, Lecturer of Undergraduate Research; B.A., University of Maine at Farmington, 1985; M.S., University of Maine, 1993.
- PUTNAM, JOANNE W.** 1994, Professor of Education; B.S., Colorado State University, 1969; M.A., West Virginia University, 1974; Ph.D., University of Minnesota, 1983.

- RICE, RACHEL** 2007, Director of Community & Media Relations; B.A., University of Maine at Presque Isle, 2001.
- RICE, RAYMOND J.** 1997, Chair, College of Arts & Sciences; Professor of English; B.A., Dickinson College, 1989; M.A., 1993, Ph.D., University of Connecticut, 1998.
- RICHARDS, MICHELLE** 2007, Academic Coordinator; B.A., University of Maine at Presque Isle, 2004.
- ROBINSON, JAY** 1999, Building & Grounds Maintenance Worker
- ROE, JUDITH** 2012, Assistant Professor of Biology; B.A., Vassar College; M.S., George Washington University, 1982; Ph.D., John Hopkins University, 1990.
- ROLON, CHRISTOPHER** 2011, Director and Assistant Professor of Physical Therapy Assistant Program, B.S. Keene State College, 1994; M.A. University of Massachusetts Lowell, 2001.
- ROLON, TYNA** 2011, TRIO College Access Advisor; B.A., University of Maine at Presque Isle, 1995; M.Ed., Rivier College, 2004.
- RUSH, SHIRLEY** 1998, Associate Professor of Social Work/Director, Bachelor of Social Work Program; B.A., 1985, M.S.W., California State University, 1988; LCSW Certification from the State of Maine.
- SALO, ALLEN L.** 1997, Associate Professor of Psychology; B.A., Northern Michigan University, 1985; M.A., University of Nebraska at Omaha, 1987; Ph.D., University of Florida, 1992.
- SAUCIER, JR., LEO L.** 2000, Assistant Professor of Physical Education; B.S., Slippery Rock University, 1983; M.Ed., Valdosta State University, 1992.
- SAUCIER, LEVI** 2012, Building and Grounds Maintenance Worker.
- SAVAGE, JENNIE** 2007, Human Resources Manager; B.S., University of Maine, 1995; M.S., Husson College, 2001.
- SCHOTT, LINDA** 2012, President; B.A., Baylor University, 1979; M.A., Stanford University, 1982; Ph.D., Stanford University, 1986.
- SCHWARTZ, MYRTH** 2009, Administrative Assistant; B.S., University of Maine at Presque Isle, 2001.
- SEBOLD, KIMBERLY R.** 2000, Associate Professor of History; B.A., 1988; M.A., University of Delaware, 1990; Ph.D., University of Maine, 1998.
- SHAW, GAYLA** 2012, Administrative Assistant II.
- SHAW, GREGORY** 1999, Building & Grounds Maintenance Worker.
- SINCAVAGE, HEATHER** 2011, Assistant Professor of Art; B.F.A., Temple University, 1995; M.F.A., University of Washington, 2000.
- SIROIS, DONALD** 1990, Coordinator, Communications Center.
- SMITH, CHRISTOPHER L.** 1989, Associate Director of Wieden Hall; A.A., Southern Maine Vocational Technical Institute, 1979; B.S., 1983, B.S., University of Maine at Presque Isle, 1988; M.Ed., University of Maine, 2002.
- SONNTAG, MICHAEL E.** 2007, Provost/Vice President for Academic Affairs; B.A., Baylor University, 1989; M.A., University of Arkansas, 1992; Ph.D., University of Arkansas, 1997.
- SOUICIE, FLORENCE** 1981, Administrative Assistant I.
- STANDEFER, CHRISTINE L.** 1992, Professor of ED/HPER; B.S., Moorhead State University, 1977; M.S., North Dakota State University, 1978; Ph.D., University of Illinois-Urbana/Champaign, 1992.
- STAPP, JAMES D.** 1995, Assistant Dean of Students & Director of Residence Life; B.S., 1984, M.A., University of Pennsylvania, 1990.
- STEVENS, JEFFREY** 2005, Building & Grounds Maintenance Worker; B.S., University of Massachusetts, 1983.
- STEVENS, MURILLO** 1984, Plumbing Coordinator: D.I.P., Northern Maine Technical College, 1981.
- STEWART, V. JOHN** 2006, Director of Student Teaching and Field Experience; B.A., University of Maine, 1968; M.A.T., University of Maine, 1970.
- STONE, T. PAUL** 2010, Head Nordic Ski Coach, B.A., Dartmouth College, 1999.
- SULLIVAN, MICHAEL** 2012 Admissions Counselor; B.S., University of Maine at Presque Isle, 1995.
- SUTTON, DONALD** 2010, Building and Grounds Maintenance Worker.
- THOMPSON, FRANKLIN V.** 2002, Assistant Professor of Psychology; B.A., Pennsylvania State University, 1966; M.Ed., Kutztown State University, 1973; Ed.D., Lehigh University, 2003.
- UDASCO, MARIALUISA "LISA"** 1997, Administrative Assistant I; B.A., Texas Lutheran College, 1982.
- UNDERWOOD, DONNA** 1979, Secretary.
- WALLINGFORD, JOANNE L.** 1999, Director of Information Services; B.S.B.A., University of Nebraska, 1987; M.S., IRM, Syracuse University, 1995.
- WANG, CHUNZENG** 2005, Associate Professor of Earth and Environmental Science; B.S., Guilin Institute of Technology, 1984; M.S., China University of Geosciences, 1989; M.Phil., City University of New York, 2000; Ph.D., City University of New York, 2001.
- WASSON, RICKY** 1988, Building Services Supervisor.
- WHITE, DONNA** 2008, Custodian II
- WILLIAMS, LESLIE** 2012, Administrative Assistant II, B.S. University of Maine at Presque Isle, 2011.
- WOODMAN, MARK** 2011, Building and Grounds Maintenance Worker.
- WU, ZHIJUN** 1990, Professor of Education; B.A., Beijing Normal University, 1982; M.A., 1984, Ph.D., University of Iowa, 1990.
- YU, PENG PENG** 2010, Assistant Professor of Mathematics; B.S., Beijing University, 2001; Ph.D., Dartmouth College, 2007.
- ZABORNEY, JOHN J.** 1998, Professor of History; B.A., Bridgewater College, 1989; M.A., State University of New York, 1991; Ph.D., University of Maine, 1997.
- ZURAS, RICHARD L.** 2001, Professor of English; B.A., George Mason University, 1990; M.A., M.F.A., McNeese State University, 1998.

MLT Clinical Faculty

BELAIR, LEIGH, Adjunct Instructor; M.S., MT (ASCP), Science Teacher Central Aroostook Junior-Senior High School, B.A. University of Maine, Orono, 1994; M.S. University of Maine, Orono, 2009

DESCHAINE, KRISTIE Hematology Instructor; MT(ASCP) Hematology Supervisor, The Aroostook Medical Center. MLT, University of Maine at Presque Isle, 1980; B.A. University of Maine at Presque Isle, 1982.

MCCUE, JAN Blood Bank Clinical Instructor; MT(ASCP). Blood Bank Clinical Instructor, The Aroostook Medical Center. B.A., University of Maine at Presque Isle, 1987.

MCELWAIN, JOAN Clinical Instructor; MT(ASCP). Manager of Laboratory Services, Cary Medical Center. B.A., University of Maine, 1977.

MURRAY, BARBARA, Microbiology Instructor; Houlton Regional Hospital, The Aroostook Medical Center, 1968.

NAAS, MARGARET, Program Co-Director, University of Maine at Augusta, MT(ASCP), B.A. University of Maine, 1988; M.Ed University of Maine, 1996.

PRESCOTT, LISA, Adjunct Instructor; B.A., MT (ASCP), Medical Technologist Cary Medical Center, B.S. Medical Technology Bradley University, Peoria, IL.

WONGCHOAWART, BOONLIEG, M.D. Clinical Instructor; M.D., Pathologist, Cary Medical Center. Pre-Med, Hila University, 1968; M.D., Nayoga University, 1973.

WORTHLEY, JANA Chair of the General Education Committee, Houlton Regional Hospital; A.S., University of Maine at Presque Isle, 1996.

Athletic Training Clinical Faculty

EVA SHAY DO, ATEP Medical Director
JP MICHAUD MD, Team Physician
LANCE SWEENEY DO, Team Physician
DEENESH SAHAJPAL, Team Physician

STEPHEN MARTIN, Ophthalmologist
SUE PORTER, Physician Assistant
LINDA MASTRO, Family Nurse Practitioner
STEVE PORTER, Family Nurse Practitioner
TIMI ODIMAYO DDS, Team Dentist
TROY CAVERHILL, Physical Therapist
MIKE HARTFORD, Physical Therapist
PAUL MARQUIS, Physical Therapist
DEENA ALBERT PARKS, ATC
PATRICK BAKER, ATC
SHAWN BERRY, ATC
CHRISTOPHER JACKSON, ATC
TRAVIS PARENT, ATC
MARILEE SCOTT, ATC
RYAN TAYLOR, ATC
AARON TOMLINSON, PTA, ATC.

Faculty Emeriti

DR. RICK ASAM, Professor Emeritus of Communication.
DR. RICHARD V. AYRE, Professor Emeritus of Sociology/Criminal Justice.
MR. E. CLIFTON BOUDMAN, Professor Emeritus of Art.
DR. HOLMES CHAPPELL, Associate Professor Emeritus of Education.
DR. RICHARD COHEN, Professor Emeritus of English.
DR. WILLIAM DAVIDHSOFER, Professor Emeritus of Political Science.
DR. RONALD H. DOW, Professor Emeritus of English.
DR. GUY R. GALLAGHER, Professor Emeritus of French.
DR. STUART R. GELDER, Professor Emeritus of Biology & Zoology
DR. ROYAL L. GOHEEN, Professor Emeritus of ED/HPER.
DR. ANDREA GORMAN-GELDER, Professor Emerita of Biology
DR. RETA L. GRAHAM, Professor Emerita of Speech Communication.
MRS. CAROL-ANN HALL, Associate Professor Emerita of Economics.
DR. GENE KILPATRICK, Professor Emeritus of Sociology.
DR. RICHARD L. KIMBALL, Professor Emeritus of Mathematics.
MR. JAN KOK, Professor Emeritus of Music.

MR. CHARLTON "CHAD" W. LODER, Associate Professor Emeritus of Biology & Ecology.
MISS JOSEPHINE F. MATTHEWS, Associate Professor Emerita of Education.
MR. FRANCIS J. MCGRATH, Associate Professor Emeritus of Health & Physical Education.
DR. DALE D. MORRIS, Professor Emeritus of Psychology.
MR. T. WILLIAM MORRISON, Associate Professor Emeritus of History.
DR. JAMES A. PAGE, Professor Emeritus of Education.
DR. NOLAN E. PEARSON, Professor Emeritus of Mathematics.
MR. LARRY POTTER, Professor Emeritus of Business Management.
DR. STANLEY H. SCOTT, Professor Emeritus of English & Philosophy.
MR. STANLEY H. SMALL, Associate Professor Emeritus of Education and Student Teaching.
DR. ALICE SHEPPARD, Professor Emeritus of Psychology
DR. THEODORE R. SHIELDS, Professor Emeritus of Education.
DR. LUCILLE "LUCY" STROBLE, Professor Emerita of Health Education.
MR. RAYMOND M. SYLVESTER, Associate Professor Emeritus of Chemistry.
DR. KENNETH LEE TAYLOR, Professor Emeritus of English.
DR. REBECCA B. WANBAUGH, Professor Emerita of History.
MR. RAYMOND WYSOCKI, Professor Emeritus of Business.

Part-time Temporary Faculty

Allen, Lea Knudsen	Lecturer I	Durepo, Travis	Lecturer I	McNeally, Kasey M G	Lecturer II
Amey, Mike	Assist. Professor	Earl, Polly J	Lecturer III	Murakami, Janet W	Lecturer II
Andersen, Brent S	Lecturer II	Flannery-Blachura, Theresa	Lecturer I	Parks, Suzanne	Lecturer I
Anderson, Wanda	Lecturer I	Folsom, Deborah	Lecturer II	Pelkey, Eric J.	Lecturer I
Austin, Kimberly	Lecturer I	Gahl, Megan	Lecturer I	Pelletier, John.	Lecturer I
Ayre, Richard	Professor	Gallagher, Guy R.	Professor	Pelletier, Linda H	Lecturer I
Baker, Amanda	Lecturer I	Gartley, Marion I.	Lecturer I	Perley, David G	Lecturer III
Barton, Joan	Lecturer I	Gendron, Marc E	Lecturer III	Perley, Imelda	Lecturer III
Beaulier, Susan L	Lecturer I	Gover, Linda	Lecturer I	Porter, Gordon	Assist. Professor
Belair, Leigh A.	Lecturer I	Gregg, Andrea	Lecturer I	Powers, Gloria	Lecturer II
Belanger, Tanya Rae	Lecturer I	Guiod, Debra A	Lecturer III	Prescott, Lisa	Lecturer II
Berry, Nathan James	Lecturer I	Haley, John R.	Lecturer II	Qi, Jing	Lecturer I
Boudman, E. Clifton	Professor	Harrington, John	Lecturer III	Reinecke, Michelle	Lecturer I
Boulter, Elaine M.	Lecturer II	Hayes, Frank R	Assist. Professor	Rhyme, Clifford L	Lecturer I
Boyd, Frederick W	Lecturer III	Hillman-Forbush, Cynthia	Lecturer I	Rockwell, Tracy	Lecturer I
Brewer, Iris F	Lecturer II	Hocking, Amy L.	Lecturer I	Ross, Wendy	Lecturer III
Brewer, Natalija	Lecturer III	Howe, Karin E	Lecturer II	Russell, Suzanne N	Lecturer I
Calhoun, Sherri L	Lecturer I	Ivey, Melissa J	Lecturer III	Russell, Todd	Asst. Professor
Chalou, Terry J.	Lecturer II	Jackson, Christopher W	Lecturer I	Scott, Anthony	Lecturer I
Chase, Catherine	Lecturer III	Jones, Harold	Professor	Shapiro, Ted	Lecturer II
Cheney, Josh	Lecturer I	Kilpatrick, Gene W	Professor	Shea, Mark	Lecturer I
Cole, Leonard Charles	Lecturer I	Kilpatrick, Nancy S.	Lecturer II	Sheppard, Alice	Professor
Cyr, J Donald	Lecturer III	Kinney, Lerae	Lecturer I	Smith, Cecil L	Lecturer II
Davidshofer, Claire	Assoc. Prof.	Kittredge, Cheryl Ann	Lecturer III	Snyder, Nancy L	Lecturer III
Delahunty, Krista M	Lecturer I	Kouhought, Aaron P.	Lecturer I	Targonski, Sheryl	Lecturer I
Dennis, John	Lecturer I	Ladner, Barbara	Lecturer II	Tomlinson, Aaron	Lecturer I
Doheny, Carmen	Lecturer I	Laforge, Jean-Paul	Lecturer I	York, Elizabeth Marie E	Lecturer I
Douglas, Sara H	Lecturer III	Langner, Rob A	Lecturer I	★	
Dugal, Michael G	Lecturer I	Levesque, Denise M	Lecturer III		
		Lovejoy, Jeffrey A	Lecturer III		
		Marquis, Paul T	Lecturer I		

