

course catalogue 2018-2019



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University of Maine at  
**PRESQUE ISLE**  
*North of Ordinary*

# *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.

The University is also an institutional member of the American Association of State Colleges and Universities.

In addition, several academic programs within the University are accredited by specific agencies: viz., all Teacher preparatory programs by the Maine Department of Education, the Medical Laboratory Technology Associate Degree program by the National Accrediting Agency for Clinical

Laboratory Sciences (NAACLS), the Social Work program by the Council on Social Work Education (CSWE), the Athletic Training Education program by the Commission on Accreditation of Athletic Training Education (CAATE), and the Physical Therapist Assistant Program by the Commission on Accreditation in Physical Therapy Education (CAPTE).★

## *Statement of Commitment*

As a member of the University, I pledge to

*Pursue academic excellence,*

*Support open inquiry and civil expression,*

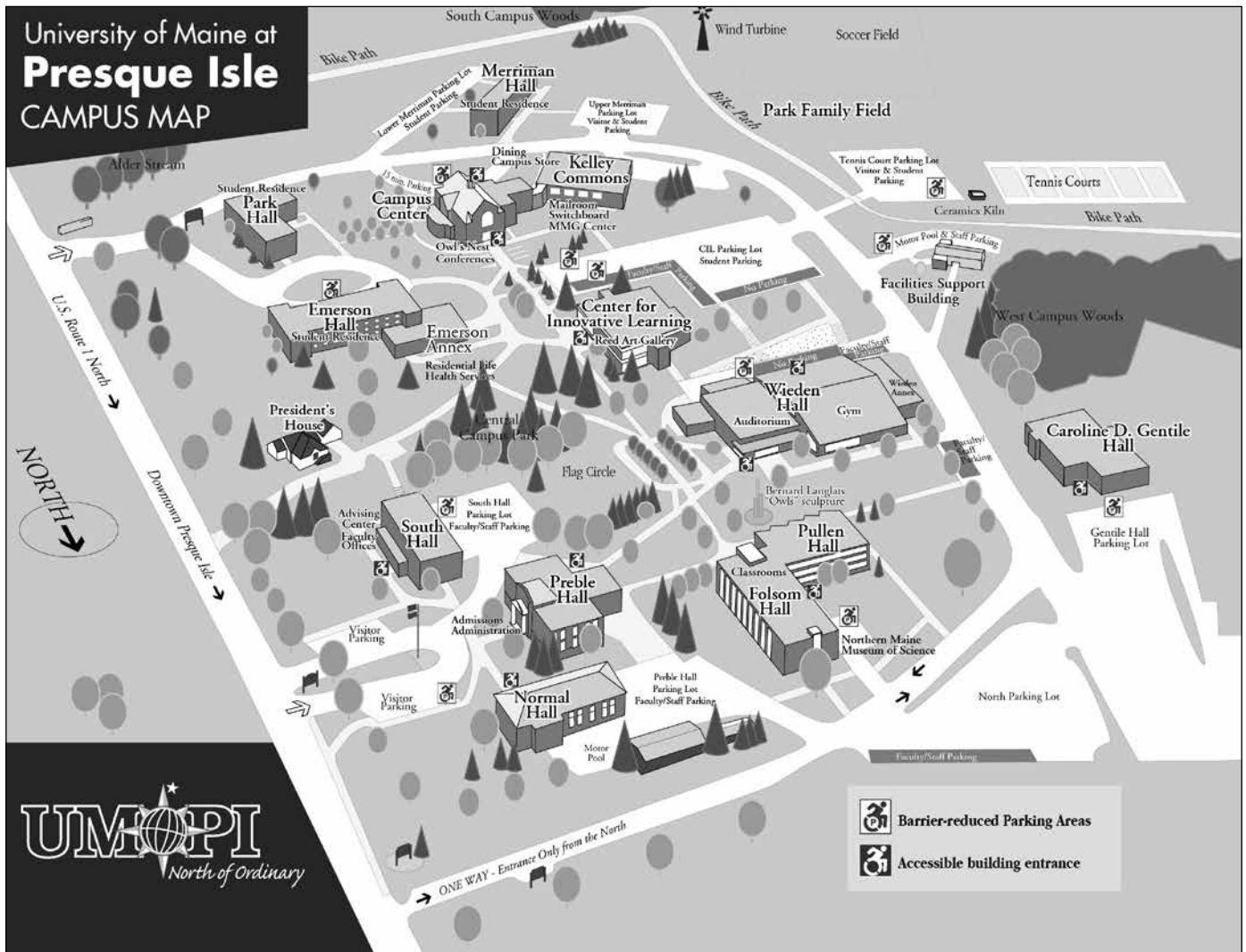
*Listen respectfully to the viewpoints of others,*

*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. ★*





# university of maine at presque isle campus

## Administration

Preble Hall

## Classrooms

Caroline D. Gentile Hall  
Folsom Hall  
Pullen Hall  
Wieden Hall

## Faculty Offices

Caroline D. Gentile Hall  
Folsom Hall  
Pullen Hall  
South Hall  
Wieden Hall

## Residence Halls

Emerson Hall  
Merriman Hall  
Park Hall  
Skyway

## Campus Center

Alumni & Multi-purpose Rooms  
Owl's Nest (*student lounge*)  
Starbucks  
University Credit Union

## Center for Innovative Learning (CIL)

Information Technology Services  
Library Services  
Reed Art Gallery  
Writing Center

## Caroline D. Gentile Hall

Gymnasium  
Fitness center  
Running track  
Swimming pool

## Kelley Commons

Campus Store  
Dining Hall  
MMG Center  
for Professional Development  
Mailroom

## Wieden Hall

Auditorium  
Gymnasium



Remove map page from the catalogue for easy reference

# *Vision, Mission & Institutional Values*

## ***Vision***

We will lead the State of Maine  
in delivering an affordable  
and accessible education  
with an innovative spirit and  
commitment to excellence.

## ***Mission***

We deliver exceptional  
experiences for learners of all  
ages to become informed leaders,  
engaged citizens, and prepared  
professionals within their  
communities and beyond.

## ***Institutional Values***

SUPPORTIVE  
ETHICAL  
RESPONSIVE  
VISIONARY  
COLLABORATIVE

OUR SERVICE PROMISE:  
***Excellence, every day!***



# Table of Contents

## GENERAL INFORMATION

The University . . . . .	1
Civility Pledge . . . . .	2
Admissions . . . . .	3
Financial Information . . . . .	6
Financial Aid . . . . .	12
Student Services . . . . .	19
Student Clubs & Organizations . . . . .	22

## ACADEMIC INFORMATION

Registration . . . . .	25
Academic Policies . . . . .	30
Guide to Test Scores & Placement . . . . .	34
Scholastic Standards . . . . .	34
Special Academic Activities & Services . . . . .	37
Teacher Education Program Requirements . . . . .	39

## ACADEMIC DEPARTMENTS

College of Arts & Sciences . . . . .	41
College of Professional Programs . . . . .	42
Program Descriptions . . . . .	42
General Education Curriculum . . . . .	59
Course Designators . . . . .	59

## ACADEMIC PROGRAMS

Agricultural Science & Agribusiness . . . . .	63
Applied Art, A.A. . . . .	64
Art, B.F.A. . . . .	65
Art, B.A. . . . .	66
Applied Science, B.A.S. . . . .	67
Biology, B.A.	
<i>Ecology, Evolution &amp; Biodiversity</i> . . . . .	68
<i>Pre-medical</i> . . . . .	70
<i>Psychological Biology</i> . . . . .	71
<i>Self-designed</i> . . . . .	72

Business Administration, B.A.	
<i>Accounting</i> . . . . .	73
<i>Management &amp; Leadership</i> . . . . .	74
<i>Project Management &amp; Information Systems</i> . . . . .	75
<i>Recreation</i> . . . . .	76
Criminal Justice, A.A. . . . .	77
Criminal Justice, B.A. . . . .	78
Elementary Education, B.S.	
<i>Art</i> . . . . .	79
<i>Early Childhood Education</i> . . . . .	80
<i>English</i> . . . . .	81
<i>Mathematics</i> . . . . .	82
<i>Science</i> . . . . .	83
<i>Social Studies</i> . . . . .	84
<i>Special Education</i> . . . . .	85
English, B.A.	
<i>General</i> . . . . .	86
<i>Professional Communication &amp; Journalism</i> . . . . .	87
<i>Writing</i> . . . . .	88
Environmental Science & Sustainability, B.S.	
<i>Sustainable Agriculture</i> . . . . .	89
<i>Natural Resources &amp; Environmental Science</i> . . . . .	91
Exercise Science, B.S.	
<i>Health &amp; Fitness</i> . . . . .	93
<i>Pre-Health Care</i> . . . . .	94
<i>Self-Designed</i> . . . . .	95
History & Political Science, B.A.	
<i>History</i> . . . . .	96
<i>Political Science</i> . . . . .	97
Liberal Studies, A.A. . . . .	99
Liberal Studies, B.L.S. . . . .	101
Mathematics, B.S. . . . .	102
Medical Laboratory Technology, A.S. . . . .	103
Nursing, B.S.N. . . . .	104
Physical Education - Teaching, B.S. . . . .	105

Physical Therapist Assistant, A.S. . . . .	106
Professional Communication, A.A. . . . .	107
Psychology, B.A.	
<i>Biopsychology</i> . . . . .	108
<i>Business Psychology</i> . . . . .	109
<i>General</i> . . . . .	110
Secondary Education - Biology . . . . .	111
Secondary Education - English . . . . .	112
Secondary Education - Mathematics . . . . .	113
Secondary Education - Social Studies . . . . .	114
Social Work, B.S.W. . . . .	115
Special Education Paraprofessional, A.A. . . . .	116

## MINOR & CERTIFICATE PROGRAMS

Minor Programs . . . . .	118
Certificate Programs . . . . .	121

## COURSE DESCRIPTIONS

Course Descriptions . . . . .	124
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## ADDITIONAL INFORMATION

Additional Information . . . . .	163
Buildings & Facilities . . . . .	164
Administration . . . . .	167
2018-2019 Academic Calendar . . . . .	168

## FACULTY & STAFF

Faculty & Staff . . . . .	170
MLT Clinical Faculty . . . . .	173
Emeriti Faculty . . . . .	174
Adjunct Faculty . . . . .	174

## INDEX

Search Terms . . . . .	177
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# An UMPI Education

At the University of Maine at Presque Isle, we value excellence in teaching and learning and strive to provide rich learning opportunities within and beyond the classroom.

## OUR COMMITMENT

With consideration given to program-specific structures and demands, the following academic commitments form an UMPI education:

- **Clear and measurable learning outcomes**
- **A personalized learning environment**
- **Timely Assessments and feedback\***
- **A clear and fair grading system**

\*The practice of redos and retakes does not excuse students who submit initial evidence of learning late from consequence.

## YOUR COMMITMENT

In preparation for both learning and career, it is critical for UMPI students to partner with us in:

- **Demonstrating effective time management and preparation**
- **Utilizing feedback for improvement**
- **Engaging fully in learning experiences**
- **Maintaining clear, consistent, and respectful communication**
- **Modeling civility as a key principle of our campus culture**



University of Maine at  
**PRESQUE ISLE**  
*North of Ordinary*

# *The University*

Welcome to the University of Maine at Presque Isle, *where education is tailored to our students' needs—the way it should be.*

**L**ocated 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 personalized learning, which includes hands-on activities, interactive discussions, and experiential projects.

Through this type of learning, students get a voice and choice in what they learn and how they demonstrate that they've learned it. They also get integrated career preparation that starts freshman year and helps them discover their best career path. Upon graduation, students have a portfolio they can share with future employers that outlines the skills they've gained to prepare for the workforce.

The University also serves students' social and recreational needs, providing lighted tennis courts, an art gallery, 12 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, as well as a shopping mall. 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 many picturesque rural communities and 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 Quebec City, Quebec.

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.

## **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.

More than a century later, students come from all areas of Maine, and the U.S., as well as foreign countries as close as Canada and as far as China, to complete undergraduate work.

The University strives to be the region's premier learning institution while helping to stimulate cultural and economic development in Aroostook County and the State of Maine.

## **Foundation of the University at Presque Isle**

Established in 1972 through the direct efforts of a dedicated committee of the University-Presque Isle Community Council, 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 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 takes place in the early fall. Officers and Executive Board members hold regular meetings on campus and assist in furthering the goals of the Association and the campus. Special fundraising projects are undertaken by the Association to assist the University. ★

# I PLEDGE TO: SUPPORT ALL MEMBERS OF OUR COMMUNITY

*When I see discrimination, intolerance or hatred,*  
I will STAND UP & SPEAK OUT.

# ENCOURAGE CIVIL DISCOURSE

While I may not agree with you,  
I WILL SHARE MY *opinions & differences*  
IN A CONSIDERATE  
& RESPECTFUL MANNER.

# EDUCATE MYSELF

*As a college campus is a place of*  
ACADEMIC & PERSONAL DIVERSITY,  
I will strive to better \_\_\_\_\_

UNDERSTAND  
\_\_\_\_\_ those around me.

# MAKE OUR CAMPUS A SAFE PLACE

WHETHER IT BE FOSTERING AN  
OUTLET *for* EXPRESSION  
or providing resources that can help others,  
I WILL ENSURE MEMBERS *of* MY  
COMMUNITY FEEL SAFE.



## UMPI Inclusion & Civility Task Force

To foster inclusion and civility at UMPI in ways that embrace diversity, create solidarity, encourage civil discourse and respect for others, and increase a general feeling of safety on campus.

For more information or concerns contact  
Vanessa Pearson, Interim Dean of Students,  
768.9432 or [vanessa.pearson@maine.edu](mailto:vanessa.pearson@maine.edu).



# 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.

## The Way It Should Be

### Tuition Guarantee Program

The University of Maine at Presque Isle is committed to reducing the cost of tuition and fees for Maine Students. First-time, full-time Maine residents who are Pell Grant eligible and who commit to finishing a Bachelor's degree in four years, or an Associate's degree in two years, will be guaranteed sufficient grants, scholarships, waivers to offset the cost of the standard tuition and fees.

First-time, full-time Maine residents who are Non-Pell Grant eligible who meet the same criteria and have an Expected Family Contribution (EFC) of \$20,000 or less may be eligible for grants and scholarships as part of their financial aid package which will reduce the cost of the standard tuition and fees to approximately \$4,800.

There are certain deadlines that need to be met to be eligible for this program. Please contact the Admissions Office for further details.

### 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 and talk with a financial aid staff member. 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 or the Common APP. Applicants should apply electronically on-line at [www.umpi.edu](http://www.umpi.edu). 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 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 \$100 tuition deposit. Resi-

dence Hall students must submit a \$50 deposit.

The tuition deposit is credited to the student's first semester bill.

### 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 an online adult/transfer application. Students seeking readmission to the University must be in good academic standing and not have any holds on their account 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: strength of high school academic curriculum and grades achieved; and 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.

✓ Students transferring into the PTA, MLT or CBE programs may be accepted into the summer 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.

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 complete 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 and official transcripts from all previously attended colleges and universities, including those within the University of Maine System. A high school transcript or its equivalent 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.

Students who have completed the ‘General Education Block’ at another UMS institution at the time they transfer to UMPI will be considered to have met all the requirements of the UMPI General Education Curriculum.

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 three to 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-year 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, and Nursing Programs are governed by enrollment limitations. 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. 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 college prep . . . . .	2
Social Studies minimum . . . . .	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 to 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.

### **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**

Early Admission allows students of junior or senior status who have exhibited the requisite proficiencies and achievements in high school to enter University programs prior to their completion of secondary school. Exceptions of class status may be made for exceptionally qualified students at the discretion of the University and its partnering institutions. Students may be admitted individually or under specific institutional memorandums of understanding; courses may be delivered at UMPI or approved external sites. Letters of recommendation into the Early Admission Program should be made by appropriate institutional representatives (e.g., guidance counselors, principals, superintendents). Assurance is also required that a high school diploma will be awarded prior to the fall semester of the student's sophomore year or concurrently with an associate degree.

### **Early College Experience Program**

High school juniors and seniors 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 Early College Experience program must have the written approval of the Director of Early College Partnerships prior to enrolling in the courses. The program does not apply to non-credit courses or Continuing Education Unit (CEU) courses.

Students who are enrolled in their last semester of high school, and who have already applied and been accepted to UMPI or another UMS institution for the fall semester, may be granted permission to enroll in up to two courses at the 100 level during the summer semester directly preceding the fall semester for which they have been accepted. Continued enrollment after the summer semester will be contingent upon the student receiving a high school diploma, and providing evidence of high school graduation to UMPI.

### **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 Registrar's Office in Preble Hall.

Enrollment in credit-bearing courses requires a high school diploma or its equivalent, and evidence of such may be required. The University may 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 course work from a regionally accredited institution or no transferable college level credits in reading, writing and/or mathematics will be

coded for a placement test in any or all of those subject areas. The placement tests are optional. Students may choose to be placed into the courses, which align with their test code, some of which may be developmental in nature. If appropriate, students may choose to test to determine if they can be placed into a full array of college-level courses. Tests can be waived by SAT/ACT scores; cumulative high school grade point average, individual high school grades; or developmental or foundational level course work with grades of C- or higher. For a complete guide to placement testing, please see page 32. Students may retest once in any or all subject areas. Students receiving a grade in any developmental and/or foundational 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.

### **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.

Information related to Advanced Placement can be found at: [www.umpi.edu/offices/registrar-office/advanced-placement](http://www.umpi.edu/offices/registrar-office/advanced-placement).

### **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.

Information on the administration of CLEP and on UM-Presque Isle policies for the CLEP examinations can be found at: <http://www.umpi.edu/offices/testing-services/clep>

### **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.

Information related to the International Baccalaureate can be found at: [www.umpi.edu/offices/registrars-office/intl-bacc](http://www.umpi.edu/offices/registrars-office/intl-bacc).

**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 Registrar’s Office, Preble Hall, 207.768.9540. ★

# Financial Information

**Estimated Cost of Attendance**

2018-2019 Tuition, Fees, Room & Board

Annual cost based on a typical full-time load of 30 credit hours per year, a double room, and a 14-meal plan per week:

Charge	Maine Resident	Canadian Resident/ New England Regional	Non-Resident/ Out-of-State
Tuition	\$6,990	\$11,190	\$11,190
Mandatory Fees	\$1,055	\$1,055	\$1,055
Room and Board	\$8,406	\$8,406	\$8,406
Books and Supplies <sup>1</sup>	\$900	\$900	\$900
Student Health Insurance <sup>2</sup>	\$1,858	\$1,858	\$1,858
<b>Yearly Total</b>	<b>\$19,209</b>	<b>\$23,409</b>	<b>\$23,409</b>

<sup>1</sup> The cost for books and supplies is an estimate. Your costs may vary.

<sup>2</sup> Students who have health insurance coverage may request a waiver by providing proof of insurance.

**Deposits**

Upon acceptance, all students are required to pay a \$100.00 advance tuition deposit. The advance deposit is credited to the student’s account and is applied as a payment toward the student’s first semester bill. Advance Tuition deposits are not refundable after May 1 (January 1 for Spring semester).

**Residency Guidelines**

There are many factors which will be considered in determining residency for in-state tuition purposes. No one factor can be used to establish domicile, rather all factors and circumstances must be considered on a case-by-case basis. A domicile or residency classification assigned by a public or private authority neither qualifies nor disqualifies a student for University in-state status.

A student applying for admission to a degree program is classified as eligible, or not eligible, for in-state tuition at the time of acceptance to the University. A non-matriculated (non-degree)

student is classified as eligible, or not eligible, for in-state tuition at the time of registration. The decision is made based on information and documentation furnished by the student and other information available to the University. No student is eligible for in-state tuition classification until he or she has become domiciled in Maine, in accordance with University guidelines, before such registration. If the student is enrolled full-time in an academic program, as defined by the University, it will be presumed that the student is in Maine for educational purposes, and that the student is not in Maine to establish a domicile. A residence established for the purpose of attending the University shall not by itself constitute domicile. The burden will be on the student to prove that he or she has established a Maine domicile for other than educational purposes.

*In general, the following criteria will be used to determine residency:*

- ✓ An individual who has lived in the State of Maine, for other than educational purposes, one year prior to registration or appli-

cation to the University is considered an in-state student.

✓ A student who is dependent on his/her parent(s) and/or legally appointed guardian (or to whom custody has been granted by court order) is considered to have a domicile with the parent(s) for tuition purposes.

✓ A student will be considered in-state for tuition purposes if they are the spouse or domestic partner of an individual who has resided in Maine, for other than educational purposes, one year prior to the student registering or applying for degree status at the University. Students seeking in-state tuition based on a domestic partnership relationship must submit an approved Affidavit of Domestic Partnership.

✓ Members of the Armed Forces and their dependents, including spouse or domestic partner, will be granted in-state tuition during such periods of time as they are stationed on active duty within the State of Maine or if their Military State of residency is Maine as evidenced by appropriate official documentation. Individuals who have been granted in-state tuition under these conditions but then cease from active duty would continue to be granted in-state tuition. A Maine resident who is absent from the State for military or full-time educational purposes will normally remain eligible for in-state tuition. Students seeking in-state tuition based on a domestic partnership relationship must submit an approved Affidavit of Domestic Partnership.

✓ In-state tuition is not available to anyone who holds a non-immigrant U.S. visa. If an individual is not a domiciliary of the United States, they cannot be a domiciliary of the State of Maine.

*To change tuition residence status, the following procedures are to be followed:*

✓ A "Request for Change in Residence Status" must be filed with the campus Chief Financial Officer on or before the campus's first day of classes for the summer session, fall or spring semester for which residency is requested. Applications may not be retroactive.

✓ The campus Chief Financial Officer (or such other designated official) shall issue a written decision within 30 days.

✓ The student may appeal the decision of the Chief Financial Officer in writing within 30 days to the University President.

✓ The President will issue a final decision within 30 days.

✓ In the event that the campus Chief Financial Officer, or other university official, possesses facts or information indicating a student's change of status from in-state to out-of-state, the student shall be informed in writing of the change in status and will be given an opportunity to present facts in opposition to the change. The student may appeal the decision of the Chief Financial Officer to the President who will issue a final decision within 30 days.

### **Financial Responsibility**

All accounts are in the student's name, regardless of the source of payment. The University expects the student to be financially

responsible. Bills and statements are mailed to the student, not the parent. All charges are payable in full by the due date on the invoice. Late Payment fees may be applied to past due accounts.

### **Payment Methods**

Payments may be made in cash, personal checks, bank checks, and money orders. The University also accepts Debit and Credit Cards issued by MasterCard, Visa, and Discover. To insure proper credit, all cash payments should be made in person.

### **Installment Payment Plans**

Each semester, the University provides an option to pay a semester bill in four monthly installments. The Fall semester payments are payable in August through November. The Spring semester payments are payable in January through April. Students or parents electing the payment plan option must enroll with the University's Business Office. Each semester, an enrollment form and instructions are included with the student's first bill. No formal payment plans are available for the Summer session, however, the University does make payment arrangements with students on an individual basis.

### **Financially Delinquent Accounts**

*Financially delinquent students will be subject to the following administrative sanctions:*

✓ They are prevented from receiving an official certified copy or unofficial copy of their transcript and diploma.

✓ They are prevented from registration or pre-registration at any university in the University of Maine System.

✓ The University may disclose (directly or through its collection agencies) to a credit bureau organization that the student has failed to pay an assessed charge.

✓ The University may use in-house collection efforts, commercial firms, legal services, and the State of Maine Bureau of Taxation for collection on the accounts.

### **Student Financial Appeal**

*The following is an appeal process for students who dispute financial claims by the University; i.e., tuition, fees, room and board, etc.*

1. Students should submit a written statement to the University Business Office stating the amount and nature of the disagreement and why he or she feels the charge is incorrect.

2. Students should submit their written appeal within thirty (30) days of the initial billing of a disputed charge. The Business Office should respond in writing to the student's complaint within 30 days of the receipt of the appeal.

3. If the Business Office's decision is considered incorrect by the student, the student may appeal that decision (within 30 days) in the following order:

a. To the Chief Financial Officer.

b. To the President of the University whose decision shall be final.

**Tuition & Fees Schedule: 2018-2019**

Description	Applies to:	Charge Basis	Amount	Per Semester (Based on 15 credit hours.)	Annual (Based on 15 credits per semester)
<b>Maine Resident Tuition</b>	All classes	Per credit hr.	\$233.00	\$3,495.00	\$6,990.00
<b>Canadian Resident/New England Regional Tuition</b>	All classes	Per credit hr.	\$373.00	\$5,595.00	\$11,190.00
<b>Non-Resident Tuition</b>	All classes	Per credit hr.	\$373.00	\$5,595.00	\$11,190.00
<b>Student Activity Fee:</b> Mandatory fee charged to all students who have courses based at the Presque Isle campus. All of the funds generated by the Student Activity fee are administered by the student government. 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, etc.	Total credit hour load for students enrolled in at least one UMPI campus on-site class	7 or more credit hours	\$85.00	\$85.00	\$170.00
		Less than 7 credit hours	\$42.50	\$42.50	\$85.00
<b>Unified Student Fee:</b> Mandatory fee charged to all students. This fee is used to cover fixed costs of providing educational services that may not be directly related to the number of credit hours for which a student is enrolled. This fee supports activities such as student services, the operation of facilities, and instruction-related technologies.	UMPI campus on-site classes	Per credit hr.	\$25.00	\$375.00	\$750.00
	Online & off campus site classes	Per credit hr.	\$20.00	\$300.00	\$600.00
<b>Student Health Insurance:</b> All university students who are enrolled in 9 or more credit hours must have health insurance coverage. Each year students are billed the premium for University provided health insurance. If a student already has health insurance coverage, they may request a waiver from the University insurance. For more details visit our insurance agent's website at: <a href="http://www2.crossagency.com/um">http://www2.crossagency.com/um</a>	Students enrolled in 9 or more credit hours. Note: the insurance requirement can be waived with proof of insurance.	<b>Annual premium:</b> August 1, 2018 through July 31, 2019; <b>Spring:</b> January 1, 2019 through July 31, 2019.	\$1,858.00 (Annual); \$1,079.00 (Spring only)		
<b>Gentile Hall Fee:</b> Mandatory fee charged to all students who have courses based at the Presque Isle campus. The fee gives students access to Gentile Hall fitness center.	Total credit hr. load for students enrolled in at least one UMPI campus on-site class	9 or more credit hrs. (voluntary if enrolled for less than 9 credit hours)	\$45.00	\$45.00	\$90.00

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Description	Applies to:	Charge Basis	Amount	Per Semester (Based on 15 credit hours.)	Annual (Based on 15 credits per semester)
<b>Athletic Support Fee:</b> Mandatory fee charged to all students who have courses based at the Presque Isle campus. All of the funds generated by the Athletic fee are administered by the student government. The revenue generated is used to support UMPI's athletic program.	Total credit hour load for students enrolled in at least 1 UMPI campus on-site class	10 or more credit hours	\$22.50	\$22.50	\$45.00
		Less than 10 credit hours	\$11.25	\$11.25	\$22.50
<b>Course and Laboratory Fees:</b> Some specialized courses have mandatory course or laboratory fees. These fees can range from \$10.00 to \$200.00.	Some courses may have an additional course or lab fee	Per class	Variable	Variable	Variable
<b>Distance Education Course Support Fee:</b> A mandatory fee charged to students registering for Distance Education classes.	Off-campus classes (Houlton, etc.) ITV classes	Per credit hour	\$12.00	\$180.00	\$360.00
<b>Distance Education Technology Fee:</b> A mandatory fee charged to students registering for Distance Education classes.	Interactive television classes (ITV)	Per credit hour	\$6.00	\$90.00	\$180.00
<b>Online Fee:</b> Mandatory fee charged for online courses. The fee is used to enhance the quality of programming and the student online learning experience.	Online classes	Per credit hour	\$25.00	\$375.00	\$750.00

## Room & Board

Description	Charge Basis	Options	Amount	Annual
Room	Per Semester	Double or triple room	\$2,425.00	\$4,850.00
		Double room as a single	\$3,638.00	\$7,276.00
		Triple room as a double	\$3,226.00	\$6,452.00
		Skyway	\$2,500.00	\$5,000.00
		Sky Room Buy Out	\$3,750.00	\$7,500.00
Meal Plan	Per Semester	19 Meals + \$200 declining balance dollars	\$1,862.00	\$3,724.00
		14 Meals + \$250 declining balance dollars	\$1,778.00	\$3,556.00
		10 Meals + \$250 declining balance dollars	\$1,718.00	\$3,436.00

**Other Fees**

Description	Applies to:	Charge Basis	Amount
<b>Application Fee:</b> A non-refundable mandatory fee charged to students applying for admission into a degree program.	Admission Applicants	Per application	\$40.00
<b>Installment Plan Fee:</b> A fee charged to students who elect to pay University charges using a payment plan.	Payment Plans	Per payment plan	\$30.00
<b>Insufficient Funds Fee:</b> Charged when a check is returned for insufficient funds.	Returned “non-negotiable” checks	Per occurrence	\$25.00
<b>Late Payment Fee:</b> Charged to students whose University bill is past due.	Past due tuition & fee accounts	Monthly	\$25.00
<b>Parking Fee:</b> Vehicles that will be parked at any time on the UMPI campus are required to be registered with the campus Security & Safety Office.	Student wishing to park a vehicle on campus	Annual	\$10.00
<b>Personalized Learning Assessment Fee:</b> A one-time fee is charged to students for assessment purposes and for an electronic portfolio of students’ work.	New matriculated students	One-time	\$110.00

**Books & Supplies**

Students are responsible for the purchase of books and supplies. They are not part of the university bill. For a full-time student, enrolled for 12 - 15 credit hours, the cost of books is approximately \$900.00 per year.

**Refund & Credit Policy**

Student charges will be adjusted for voluntary withdrawals from the University and for drops or withdrawals from individual classes in accordance with the schedule and provisions set forth below.

*For refunds/charge credit purposes, the following definitions apply:*

- ✓ “Standard” full semester classes are classes which are scheduled to start during the first week of a semester and meet through the end of that semester.
- ✓ “Non-standard” classes are classes whose starting and ending dates do not coincide with the starting and ending dates of the Fall or Spring semester. These classes fall into two groups:
  1. Classes with duration of less than 12 weeks in length.
  2. Classes with duration of 12 weeks or longer.

- ✓ The “Drop” period is the time frame a student may drop classes from their schedule without academic or financial penalties.

- ✓ Dropping classes is a reduction in a student’s class load during the Drop period while remaining enrolled in other classes at any of the University of Maine campuses.

- ✓ Withdrawing from classes is a reduction in a student’s class load after the Drop period while remaining enrolled in other classes at any of the University of Maine System campuses.

- ✓ A “Withdrawal from the University”, either temporary or permanent, involves the student withdrawing from all classes at all University of Maine System campuses for which he/she is registered, as well as notifying appropriate administrative officials of his/her decision to leave.

- ✓ Students who cease attendance, in any or all of their classes, without providing official written notification, are not entitled to a refund. If a student ceases attendance for emergency reasons, the University will accept a written appeal.



### Tuition & Fees Refund/Credit Schedule

**For Withdrawals from the University:**

*“Standard” Full Semester classes and “Non-Standard” classes of 12 weeks or more:*

Withdrawal Date	% of Refund
Prior to the end of the second week	100%
Prior to the end of the fourth week	75%
Prior to the end of the sixth week	50%
Prior to the end of the eighth week	25%
After the eighth week	0%

*“Non-Standard” Short Classes - classes of less than 12 weeks in length:*

Withdrawal Date	% of Refund
Withdrawal on or before the number of days equal to the number of weeks a class is scheduled. For example, for a 6-week course, a refund will be granted through the 6th day.	100%
After the number of days equal to the number of weeks a class is scheduled.	0%

**For Dropped Classes:**

*“Standard” Full Semester classes:*

Drop Date	% of Refund
Prior to the end of the second week	100%
After the second week	0%

*“Non-Standard” Classes*

Drop Date	% of Refund
On or before the number of days equal to the number of weeks a class is scheduled. For example, for a 6-week course, a refund will be granted through the 6th day.	100%
After the number of days equal to the number of weeks a class is scheduled.	0%

### Determination of Attendance

✓ For “Standard” full semester classes, 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 Student Advisement Office in writing, that he/she is withdrawing.

✓ For “Non-standard” classes, the attendance period begins on the start date of the class as specified on the class schedule of classes, includes weekends and holidays, and ends on the date the student notifies the Student Advisement Office in writing, that he/she is withdrawing.

### Room & Board Refund/Credit Schedule

*Room Schedule*

Withdrawal Date	% of Refund
Prior to the end of the second week	100%
Prior to the end of the fourth week	75%
Prior to the end of the sixth week	50%
Prior to the end of the eighth week	25%
After the eighth week	0%

*Board Schedule*

Withdrawal Date	% of Refund
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.	Prorated

NOTE: 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 charges and expenses as which 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. ★

# 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](http://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.

## 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 academic progress is not met, the student's aid may be terminated. Detailed information regarding this policy is available in the Office of Student Financial Services and on UMPI's website - go to "Offices and Services", "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 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 20 hours per week 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 a Subsidized

Loan 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 the student's last attendance of at least half-time.

### 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 college 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. The deadline for this program is May 1<sup>st</sup>.

**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, who are matriculated and 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 any 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 or 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 resulted 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 12571, 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 Administration, 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 or Out-of-State First Time College Students**

*John F. Hill Scholarship*

The student must score 1150+ combined, critical reading and math on his/her SAT/ACT score and a 3.0 GPA at the completion of high school. The scholarship is renewable for six additional continuous semesters for a total of eight semesters and is dependent on certain criteria: successfully completing a minimum of 15 credit hours each semester, which are delivered by the University of Maine at Presque Isle, and maintaining a 3.0 or greater GPA each semester.

**Transfer Students  
 Transfer Achievement Scholarship**

The student must have a 3.0 cumulative GPA and a minimum of 24 credit hours from an accredited Community College or University who transfers directly to the University of Maine at Presque Isle. Student must maintain a 3.0 cumulative grade point average per semester at UMPI, and successfully complete 15 semester hours of credit delivered by UMPI each term.

**In-State or Out-of-State College Students**

*University Work Program*

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

**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.

***Steven Eagles Memorial 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.

***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, Rev. George M. Park, a founder of UMPI.

***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 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).

***Richard Ayre Criminal Justice Scholarship***

The Richard Ayre Criminal Justice Scholarship was established in the Foundation of the University at Presque Isle for the benefit of the University of Maine at Presque Isle in 2015 under the will of the late Richard Ayre of Presque Isle and Fort Fairfield, ME. This scholarship is a lasting memorial to Dr. Richard "Dick" Ayre, a Professor of Criminal Justice and Sociology at the University of Maine at Presque Isle. The fund shall be used for scholarships for students majoring in Criminal Justice. Recipients shall be enrolled full time, seeking their first undergraduate degree, and shall have at least a "B" average.

***Richard Ayre Social Activism Scholarship***

The Richard Ayre Social Activism Scholarship was established in the Foundation of the University at Presque Isle for the benefit of the University of Maine at Presque Isle in 2015 under the will of the late Richard Ayre of Presque Isle and Fort Fairfield, ME. This scholarship is a lasting memorial to Dr. Richard "Dick" Ayre, Professor of Criminal Justice and Sociology at the University of Maine at Presque Isle, who dedicated his life to social activism. The fund shall be used for scholarships for students who are active in social justice causes. Recipients shall be enrolled full time, seeking their first undergraduate degree, and shall have at least a "B" average.

***Richard Ayre Second Chance Scholarship & Mentoring Program***

The Dick Ayre Second Chance Scholarship and Mentoring Program was established in the Foundation of the University at Presque Isle for the benefit of the University of Maine at Presque Isle in 2015 under the will of the late Richard Ayre of Presque Isle and Fort Fairfield, ME. This scholarship is a lasting memorial to Dr. Richard "Dick" Ayre,

Professor of Criminal Justice and Sociology at the University of Maine at Presque Isle, who dedicated his life to mentoring at-risk young people. The fund shall be used to provide scholarships for students who are at-risk and in need. A portion of this fund may also be used to pay for a mentor(s) to work with at-risk students who have a strong desire to pursue their education. Students enrolled part time or full time, and seeking their first undergraduate degree, will be eligible for consideration of this award. Recipients shall have at least a "C+" average.

***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.

***Bachelor of Social Work Scholarship***

This scholarship will support BSW majors from the U.S. and Canada. The recipient must be accepted in the BSW program (completed interview), enrolled in nine (9) credit hours of BSW course work, and have completed at least one semester of field work at UMPI.

***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 personal 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. The eligible candidate will have completed 30 credit hours, 15 with the University of Maine at Presque Isle. Students must have a cumulative GPA of 2.8 or higher.

***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,

Recreation or Elementary Education. Only juniors or seniors with a cumulative grade point average of 3.50 or better are eligible.

***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. Students must have a cumulative GPA of 2.8 or higher.

***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 our annual Foundation Scholarship process. 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 provides 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 Education or Physical Education who has demonstrated ability in the arts. Preference is given to a female.

***Jan & Evelyn Kok Scholarship***

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.

***Johnston Estabrook Family Scholarship***

This scholarship is awarded to a stu-

dent who has financial need. Preference is given to working parents with dependent children living at home, and who want to enrich their lives through higher education.

***Florence Flewelling Lamoreau Scholarship***

This 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. Re-

ipients 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 bachelor's 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 senior 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 Physical Education or Exercise Science program. Preference will be given to students who demonstrate past or present involvement in the physical education 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 old 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 Environmental Science and Sustainability, Agricultural Science, or Biology 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.

***David J. Reynolds Scholarship***

Established in 2017, this scholarship is awarded to an upper-class level, full-time student who has completed 30 plus credits and who is majoring in Environmental Science and Sustainability.

***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 related studies and/or political science and a career in public management.

***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 from Aroostook County, who are majoring in a medical-related field, such as Nursing or Medical Lab Technician.

***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.

***Watson Family Scholarship***

This award is given to an Aroostook County student who is in good academic standing and has a financial need.

***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 Don and Linda Zillman, 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. ★



# Student Services

## AA/Equal Opportunity Office

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, located within the University Services Office, Preble Hall, 207.949.0993. 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.

## 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 Center for Innovative Learning (CIL), 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 all courses, including math, science, reading and writing. Professional tutoring is also available in math and science. These 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

The Office of Career Readiness offers assistance to students in defining their career goals and promoting effective career planning skills. The office also assists students with resumes, securing experiential career learning activities such as internships or service learning activity placements, offers job search strategies, facilitates contacts between students and prospective employers, and provides resource information. The Office of Career Readiness maintains a Job Board with open job opportunities that is updated regularly. Career preparation events and skill building activities are sponsored by the office throughout the year. The office additionally 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, 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,

## Student Services

*continued*

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 three computer labs on campus and two at the Houlton Center. Computers are readily accessible at both locations and have 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 email for communicating with faculty, other students, friends, and family. Standardized software applications are installed on lab computers. Wireless internet access is provided throughout the campus.

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 apply after quota has been reached. Details are available by contacting the IS Office.

UMPI offers Microsoft Office free to students/staff/faculty. You will need to create an account with your @maine.edu address.

### International Student Support

UMPI’s Primary Designated School Official (PDSO), located on the first floor of South Hall, provides international students with advice and assistance in meeting immigration requirements both before and after arrival to the United States. The PDSO works as a liaison between students and the U.S. Citizenship & Immigration Services of the U.S. Department of Homeland Security. UMPI also provides cultural advising and personal counseling through the Student Activities office located in the Campus

Center. This office serves as a liaison between students and University offices and services.

### Intramural Sports, Recreation & 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 fun-filled orientation program students will learn about academic and cocurricular expectations and responsibilities, develop meaningful relationships with faculty, staff, and fellow students, and identify campus resources and tools that will assist in their academic success and personal growth. 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 UMPI 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 at <http://www.umpi.edu/offices/dean-of-students/>.

## Student Exchange

### *National Student Exchange (NSE) and Study Abroad*

The National Student Exchange program 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 have completed 24 credit hours and be studying full time at UMPI prior to the semester of exchange. 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. Applications for exchange must be received by mid-Febru-

ary in order to qualify for placement for the upcoming academic year. UMPI also partners with U>Maine’s Office of International Programs (OIP) to offer students opportunities to study abroad. For more information about NSE or study abroad, contact the Director of Advising, 103 South Hall, call 207/768-9431 or email [lorelei.locke@maine.edu](mailto:lorelei.locke@maine.edu).

## Student Handbook

The Student Handbook consolidates all the information needed by a student including – but not limited to – University policies, the Student Conduct Code, and local information. The Student Handbook is located at <http://www.umpi.edu/offices/dean-of-students/>

## 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.

## Testing Services

Registration information, for standardized tests (e.g., the College Level Examination Program (CLEP) and the PRAXIS Series are available in the Dean of Students Office (Preble Hall) or by calling 207-768-9601. ★

# Student Clubs & Organizations

► active clubs & organizations

## ►Alpha Phi Sigma (Criminal Justice National Honor Society)

Alpha Phi Sigma is a philanthropic honor society, 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.

## ►Bio-Medical Club

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

## ►Black Student Union (BSU)

The purpose of BSU is to utilize the voices of our growing population of Black Students on campus, to hold more cultural events, educate others on African/African American History, to help build diversity. Anyone and everyone is welcome to join!

## ►Business Club

The Business 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 Crusade for Christ (CRU)

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.

## ►Cinemaniacs Filmmaking Club

The purpose of this club is to write, edit, film, and produce short films and features to publish online and enter into competitions. This club would be great for anyone who is interested in gaining

experience in the art and process of filmmaking.

## ►Climbing Club

The purpose of this club is to allow an opportunity for anyone who has an interest in climbing. This club offers team building opportunities for people and goes on many climbing trips throughout the year!

## College Republicans

UMPI College Republicans seek to give a voice to college-aged Republicans and to provide opportunities to become active in the community.

## County Collections

County Collections works to improve medical facilities overseas and reduce medical waste through requesting, collecting, sorting, and transporting to nations from area medical facilities.

## ►Criminal Justice Club

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

## Disc Sports Club

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

## Food Security Council

Everyone needs a helping hand from time to time and people should not be hungry because salaries are not livable. Community begins when individual efforts are not enough. Social/economic/environmental justice can be achieved through collaboration.

## ►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.

## ►History Club

The purpose of this club is to engage

students with different historical aspects and ideas, through discussions, projects and group affiliated activities. History Club is a great club to be involved in if you have any interest in history.

## ►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

## Kappa Delta Phi NAS Sorority

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

## ►Mainely Girls

Mainely Girls works with local high school girls, promoting events and activities such as the Girls' Point of View Book Club. They serve as role models and mentors for the local high school girls.

## ►Math Club

The Math Club provides a time and place for math majors to convene, fraternize, and discuss mathematical topics and career opportunities.

## ►Native Voices

The purpose and goals of Native Voices is to bring awareness about native issues, educate and increase the native population at UMPI, organize and host native American events.

## ►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.

## Outing Club

The Outing Club 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.

➤ **Page Turners**

Page Turners reads, shares, and discusses various books in a group setting in which fellow readers can gather.

**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.

**Real Food Challenge**

The Real Food Challenge works to involve students in working with the University to commit to 20% “real food” by 2020. The Real Food Challenge also works to promote sustainability on campus and within the community.

**Student Activities Board (SAB)**

SAB 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.

➤ **Student Athlete Advisory Committee (SAAC)**

Student-athletes have a voice in the NCAA through advisory committees at the campus, conference, and national level. Each committee is made up of student-athletes assembled to provide insight on the student-athlete experience and offer input on the rules, regulations and policies that affect student-athletes' lives on campus.

➤ **Student Maine Education Association (SMEA)**

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

➤ **Student Government Association (SGA)**

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

**Sword Club**

The mission of the Sword Club is to achieve fun, fitness, and discipline through sparring, coordinated team battles, and individual mentorship.

**Track and Field Club**

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

➤ **UMPI 100% Society**

The UMPI 100% Society serves the UMPI community by encouraging inclusive and safe spaces, increasing awareness, and supporting students.

➤ **UMPI Floor Hockey Club**

The UMPI Floor Hockey Club strives to create and organized way for the student body to socialize in an active way.

➤ **UMPI Red Cross Club**

The UMPI Red Cross Club serves to help its members gain experience and leadership skills while working to address the needs of the community and promote the Red Cross.

➤ **University Players**

The University Players is a campus drama organization that works to expose students, campus, and the community to different types of performances and dramatic medias.

➤ **University Times**

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

➤ **Veterans Club**

The Veterans Club strives to provide a place for local veterans to come together.

➤ **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. ★

**Involvement Opportunities**

**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.

**Student Activities Office (SAO)**

The Student Activities Office is responsible for shaping UMPI student's college experience. SAO provides a variety of engagement opportunities such as comedians, mentalist, bingo, dances, and more. SAO is located on the first floor in the Campus Center.

**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.

*Questions about clubs and organizations can be directed to SGA or the Coordinator of Campus Engagement. ★*

# *Academic Information*

# Registration

## Student Responsibility

This catalog and the Student Handbook are the student's guides to the programs and regulations of the University of Maine at Presque Isle. 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 the University. For specific information consult this catalog and the Student Handbook which is available in the Student Affairs Office and on our website.

✓ *Attendance/Participation Policy:* Individual faculty members determine the attendance policy for each class. The attendance policy is part of each class syllabus. Students are expected to review the class attendance policy during the add/drop period. Students are expected to arrive punctually and to attend all classes. Any necessary absences should be discussed with the professor beforehand whenever possible. Any work missed must be satisfactorily completed. Students who never attend a class or classes in which they are enrolled may be dropped for non-attendance. After the add/drop period, all students leaving a class without officially withdrawing may receive a grade of F or L.

✓ *Participation Policy for Online Courses:* The University expects all students enrolled in online coursework to actively participate in the course. For fully asynchronous courses and for asynchronous elements of hybrid courses, "participation" is defined as the student's virtual presence for, and participation in discussions, activities, and related forms of electronic contact occurring in a course's learning environment(s), e.g. participation in online discussion about academic matters, podcast viewing, group writing sessions, whole-class or one-on-one chat, completion of assignments. Broad discretion

regarding the required frequency and quality of a student's participation rests with the instructor of record and should be delineated in the course syllabus.

Behavior that detracts from the learning environment—including excessive absences or extensive periods of not logging into the class or posting to discussion boards—may result in sanctions including conduct code violations and/or grades of F or L being assigned.

## Confidentiality of Student Records

The UMPI Registrar's Office 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 Registrar's Office. Current students may obtain an "unofficial" transcript at any time by visiting the Registrar's Office 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 con-

tractors, 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 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, e-mail address, 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 Information. Students may also request non-disclosure of directory information by contacting the Registrar's Office.

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 Educa-

tion 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 a disease 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 class sizes, 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**

In order to assist students in achieving their educational goals, the University provides each student with both a faculty advisor and a professional advisor.

The faculty and professional staff who work as advisors assist students with advising and degree program questions, goal setting, course registration, referral to campus resources and other services designed to optimize the student's academic experience and contribute to their success.

Professional advisors assist new matriculated students with initial registration and assign students to faculty advisors in their intended majors. Students must meet with their faculty advisors at least once each semester to register for the upcoming term; however, students are strongly en-

couraged to maintain close contact with their advisors throughout the semester. Advisors are available to assist students with all matters relating to their academic goals. 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.

**Declaring a Major**

Many students choose to begin their academic career as an undeclared major. Students may be advised by a faculty advisor in an area of interest while remaining officially undeclared and they will have the services of a professional advisor.

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.

**Change of Major or Advisor**

Students seek information about changing their major or advisor for a variety of reasons. The Professional Advisors will 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. This credit hour limit does not apply to students who are matriculated at other institutions within the University of Maine System.

**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 days of the semester students may add course(s); during the first ten days of the semester 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 Registrar's Office to make necessary corrections in the registration records. Once registered, students may make changes to their registrations electronically.

After the Add/Drop Period, students may request to withdraw from a class or classes or from the entire term and receive a notation of W on their record by completing the appropriate form prior to the deadline. The Last Day to Withdraw is published in the academic calendar and in MaineStreet. After the deadline and before the official Class End Date (published in MaineStreet), a student may request a notation of W in an individual class on the grounds of serious illness or proven extenuating circumstances as determined by the instructor. After the published Class End Date, a student must appeal to the Academic Appeals Board for a notation of W (see Academic Appeal – Appeal of Grade policy). All students leav-

ing any class or the term without officially withdrawing will receive grades of F or L in their class(es). F or L grades earn 0.00 quality points and are calculated in the student's grade point average. After the Last Day to Withdraw, grades of F are automatically assigned for all term withdrawals. Students withdrawing from the entire term after the deadline must appeal for notations of W to the Academic Appeals Board.

### 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 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.

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.

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

## The Grading System

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

- A = High Honors
- B = Honors
- C = Average
- NP = not sufficiently proficient
- F = Failure
- I = Incomplete
- L = Stopped attending, computed as an F
- P = Passed, (grades A – C-)
- W = Withdrawal
- MG = Missing Grade
- AU = Audit

## Incomplete Grade

An I (incomplete grade) means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student time to complete specific work not turned in before the end of the semester. Instructors assign the “I” grade only when they are persuaded that events beyond the student’s control prevented completion of assigned work on time, and when the student has completed a substantial amount of work, and when the student is already scoring at the 4 or 3 (proficiency) level regarding completed work. If the incomplete work is not submitted within the time allotted by the faculty member, the grade may automatically be changed to an “F” grade. Students receiving an “I” grade are not allowed to re-register for the same course until the incomplete has been made up or converted to an “F” grade. A student receiving an “I” grade may not make up missed work by sitting-in on the course the next time it is taught.

Upon selecting the “I” grade during the grade input process, the instructor will be prompted to provide information related to the incomplete grade including:

1. A description of the assignment(s) needed to complete the course requirements and have the “I” replaced by a regular grade.
2. The date by which work is to be completed. The time allowed for work to

be completed is up to 140 days from the end of the semester in which the class was held. The “end of the semester” is defined as the final day that grades may be submitted. [Exceptions to this rule are rare and allowed only with the approval of the faculty member and the Registrar. The extension is not to exceed one year from the original end of the semester in which the course was taken.]

3. The grade the student will earn if work not completed.

Once the grade is posted the details of the Incomplete Contract are available to the student in MaineStreet.

## Not Proficient Grade

An NP grade (Not Proficient) means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student extra time to demonstrate proficiency (up to 45 days) beyond the end of the semester.

A contract must be created between the instructor and student in MaineStreet about how the student will meet proficiency.

Instructors assign the “NP” grade only when the student has completed a substantial amount of work and when the student is scoring at the 2 or 1 (not proficient) level regarding completed work. If the student is not proficient within the time allotted by the faculty member, the grade will automatically be changed to an “F” grade.

Students who have an NP grade in a course which is a pre-requisite to a course the student has pre-enrolled in for an upcoming semester will be dropped from the pre-enrolled course if the NP grade has not been changed to a passing grade prior to the first day of classes, irrespective of the contract deadline.

Once the grade is posted, the details of the Not Proficient Contract are available to the student in MaineStreet.

## Incomplete Grades and Not Proficient Grades in Academic Standing

Students receiving a combination of I grades or NP grades whose term GPA does not meet the minimum required for good standing will also be subject to probation, suspension or dismissal according to the GPA criteria for each, irrespective of the deadlines allowed in the I or NP contracts.

For more information on the Scholastic Standards Policy, please see page 34-37.

## 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 Registrar’s Office. 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 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 systems are under-taken during the fourth, eighth and twelfth weeks of class 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
- A- = 3.67
- B+ = 3.33
- B = 3.00
- B- = 2.67
- C+ = 2.33
- C = 2.00

C- = 1.67  
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  $3 \times 3$  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 Registrar's Office 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 Registrar 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 out-

standing 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 Baccalaureate Degrees

A student may earn multiple degrees provided they are different. The Bachelor of Liberal Studies (BLS) degree and the Bachelor of Applied Science (BAS) degree may not be declared as a dual (secondary) degree, as both were designed with broad requirements to target a specific population. 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.

### Double Majors

Double majors are possible within a single baccalaureate degree. Both majors may be within the same college, or they may be in different colleges. Students may complete two different majors simultaneously with no prescribed increase in total credits beyond those required to satisfy both majors. The University does not guarantee

that any double major combination will be possible to complete within four years. Students pursuing the degrees of Bachelor of Liberal Studies (BLS) or Bachelor of Applied Science (BAS) are not permitted to declare a second major, nor may the BLS or BAS be declared as a second major for any student.

The student will choose a primary major and that major will be listed first on the diploma.

Requests for double majors are made through the student's professional academic advisor and must be declared no later than the first semester of the senior year. The student must declare a primary major. The baccalaureate degree granted will be that associated with the primary major, and the student is required to satisfy all of the requirements imposed by that college. To complete the second major, the student need only complete the specific requirements established for that major. The primary and secondary majors will be noted both on the diploma and on the transcript, worded according to the following example: Bachelor of Science in Biology, with a second major in Art, or Bachelor of Art in Studio Art, with a second major in Biology (depending upon which is designated the primary major).

### 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. Requests for further repetitions of a course will be at the discretion of a student's Faculty Academic Advisor or Professional Academic Advisor. If a course is repeated for a second time, 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 a 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.

Coursework completed at an institution other than UMPI may also count as a repeat of an UMPI course, provided that the course is sufficiently similar in content as to transfer in as the exact equivalent of the UMPI course being replaced. In this case, the grade being replaced will be removed from the student's GPA calculation, without being replaced by a different grade. Neither grade will be counted when determining term or cumulative GPA. Students who wish to repeat a course by taking an equivalent course at a different institution should request this option through their professional academic advisor.

## 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 offi-

cially 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 and Student 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 Registrar's Office.

## 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 Registrar's Office 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 whose degree requirements will not be completed prior to the graduation ceremony in May will still be permitted to participate in the ceremony provided that at least one of the following criteria have been met:

- 1) The student has 6 credits or fewer remaining, or;
- 2) The student has two courses or fewer remaining, or;
- 3) The student only needs to complete student teaching, an internship, or a practicum as the final part of their program, or;
- 4) The student has developed a plan, with the approval of their faculty and professional academic advisors, to complete all remaining requirements by the conclusion of the subsequent fall semester. The plan must show that the student will be eligible to receive their degree before the start of the next spring semester, and a copy of this plan must be on file with the Registrar's Office.

For options 1, 2, or 3, all requirements must be anticipated to 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 to graduate.

A student may not participate in two separate graduation exer-

cises for the same degree.

All UMPI students are requested to complete a “future plans” survey when they participate in graduation rehearsal in the spring of each year. The survey is administered in the campus auditorium shortly before rehearsal begins. 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. UMPI may accept transfer credits from institutions that are not regionally accredited. Students who have completed courses or training at such institutions should first investigate whether the courses completed are recommended for transfer credit by the American Council on Education. If not, students may initiate the evaluation process by contacting their professional academic advisor. Students will be required to provide a description of the training/course, contact hours, instructor credentials, and a syllabus or

training outline as supporting documents. The Provost must approve transfer credit from non-regionally accredited institutions. In no cases will the transferability of such courses be guaranteed. The documentation requirement will be waived if an evaluation of the course or training has already been completed and credit transfer approved within the last 5 years, provided that there have been no major changes to the training or course. Transfer credit will generally only be granted where a grade of C- or better (or equivalent) has been earned.

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.

### Prior Learning Assessment

In addition to accepting transfer credits from other regionally accredited postsecondary institutions, UMPI offers several options through which a student’s previously acquired information and skills could be incorporated into their overall college program. These include, but are not limited to, the College-Level Examination Program (CLEP), Advanced Placement (AP), Defense Activity for Non-Traditional Education Support (DANTES), as well as any training, courses, and exams for which the American Council on Education (ACE) has recommended the granting of college credit. In some cases, UMPI may allow a student to complete a Challenge Exam or submit a portfolio of prior learning to demonstrate proficiency equivalent to a given course. These options are referred to collectively as Prior Learning Assessment (PLA).

Students must be matriculated into an Associate or Bachelor’s degree program to be eligible for PLA. Non-degree students and students enrolled in certificate programs of fewer than 30 credits must receive permission from the Registrar in order to be eligible for a PLA. Students in Associate degree programs may earn a maximum of 15 credits through PLA. Students in Bachelor’s degree programs may earn a maximum of 30 credits. In other words, the combination of all forms of PLA cannot exceed a total of 15 credits of an Associate’s degree and 30 credits of a Bachelor’s degree. Credits

will only be granted when they apply toward a student's program.

Students must utilize test options such as CLEP, DANTES or Challenge Exams whenever available. When no test option is available, students may request a Portfolio Assessment of their prior learning experience. For more information on Challenge Exams or Portfolio Assessment, please visit <http://www.umpi.edu/academics/prior-learning-assessment/> or contact the Director of Advising, Lorelei Locke, at [lorelei.locke@maine.edu](mailto:lorelei.locke@maine.edu).

### Foundation Coursework

Our program of foundation coursework is designed for new students who need additional preparation for college study. We offer foundation coursework in reading and writing (Eng 100), mathematics (Mat 186) and science (Sci 186). Foundation 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 foundation courses is required by the student's placement profile, 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 Eng101. Mat 186 and Sci 186 are added as a practica along with enrollment in math and science courses meeting GEC requirements and carry elective credit toward the student's degree program.

Students may challenge their placement in foundation coursework by scheduling a placement test with their professional advisor prior to the end of the first week of classes.

### Course Placement and Placement Testing

Incoming students' high school and college transcripts will be evaluated for placement to create a Personalized Placement Profile for each student:

Students will be placed in General Education Curriculum (GEC) and/or major courses if:

1. The student has transferred college level classes with grades of C- or higher:
  - a). In Eng 101 College Composition (or equivalent), for placement in reading and writing based courses.
  - b). In a college mathematics course, for placement in math/science based courses.

- Or -

2. If the student's high school GPA is equivalent to a B average or higher or if the student has achieved overall proficiency as defined by the student's high school..

- Or -

3. SAT or ACT scores meet the following criteria:

For SAT tests taken prior to March 2016:

- a). SAT Verbal of 500 or higher for placement in reading and writing based courses.
- b). SAT Math of 500 or higher for placement in GEC Mat 121, 140 or 201 and college level science courses.

For SAT tests taken March 2016 and forward:

- a). A score of 550 or higher in Evidence-based Reading & Writing (ERWS) for placement in reading and writing based courses.
- b). A score of 530 or higher in Math (MSS) for placement in GEC Mat 121, 140 or 201 and college level science courses.

For ACT scores:

- a). An ACT Reading (not writing) score of 22 or higher for placement in reading and writing based courses.
- b). An ACT Math score of 21 or higher for placement in GEC Mat 121, 140 or 201 and college level science courses.

- Or -

4. If most recent high school grades are Bs or better or if the student has achieved proficiency as defined by the student's high school:

- a). In most recent high school English class for placement in reading/writing based courses.
- b). In most recent high school Algebra II class for placement in Mat 101 or Mat 117.
- c). In most recent high school science class for placement in science courses.

**Students meeting none of the above criteria will be placed in:**

- a). Eng 100 Introduction to College Reading and Writing (or a First Year Learning Community equivalent), which carries GEC credit if passed with a C- or higher,
- b). Sci 186 Science Practicum, which carries degree credit but not GEC credit; and,
- c). Mat 186 Math Practicum, which carries degree credit but not GEC credit.

Students placed in the above listed courses may request to sit for an Accuplacer® exam in writing, reading, algebra and /or science and the resulting test scores will be used for placement in courses according to our Guide to Test Scores and Placement. ★

# Guide to Test Scores & Placement

TEST	IF YOUR SCORE IS	YOUR PLACEMENT IS (see MaineStreet for Course Requisites)
<b>Accuplacer® WritePlacer Writing Test</b>	1 - 4	<b>Eng 100 Required</b> - Eng 101 is NOT allowed. However, students completing <b>Eng 100</b> with a C- or higher will earn GEC credit in place of Eng 101.
	5 - 8	<b>Eng 101</b> - unless reading score is below 67; then Eng 100 is required.
<b>Accuplacer® Reading Test</b>	20 - 66	<b>Eng 100 Required</b> - Eng 101 is NOT allowed irrespective of WritePlacer score.
	67 - 120	<b>College Level Reading</b>
<b>Accuplacer® Math Tests</b>		<b>Math and Science Course Placement</b>
<b>Algebra</b>	20 - 59	<b>Mat 186</b> and <b>Sci 186</b> will be added to enrollment in GEC math and sciences classes.
	60 - 120	<b>Mat 101</b> or <b>Mat 117</b> and College Level Science.
<b>College Level Math</b>	15 - 35	<b>Mat 101</b> or <b>Mat 117</b> and College Level Science.
	36 - 75	<b>Mat 121</b> or <b>Mat 140</b> or <b>Mat 201</b> and College Level Science.
	76 - 120	<b>Mat 131</b> or <b>Mat 140</b> or <b>Mat 201</b> and College Level Science.

*When required by placement profiles, Eng 100, Mat 186 and Sci 186 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. Mat 186 and Sci 186 carry degree credit when completed with a C- or higher, but not GEC credit.*

## 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.

### Definition of an Undergraduate

#### Student Credit Hour

The University of Maine at Presque Isle defines one Student Credit Hour in an undergraduate program as an expectation, on average, of approximately 45 clock hours of student academic engagement per course. Student Academic Engagement in a course can take many forms including, but not limited to: class time, testing, reading, writing, studying, discussion group time, laboratory work, internships, practica, practicing, performing, or otherwise working on course content. However, it is understood that 15 hours will be classroom or direct faculty instruction.

Internships, practica, student teaching, studio work, laboratory work, online courses, travel courses, May, summer, winter terms, and other academic activities leading to the award of credit will organize student work in configurations which do not precisely match this definition. Nevertheless, the amount of student work required per credit hour in these courses or credit-bearing activ-



ities at UMPI will reasonably approximate the amount of work required per credit hour in a standard lecture or seminar course.

### 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 student's advisor. A course schedule exceeding 20 semester hours requires also the approval of the Chair of the College in which the student is a major. Course Overload forms are available in the Registrar's Office and the Advising Center.

### 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.

Students who were not eligible for the Dean's List at the time of final grading due to having classes graded with NP or I, and who later complete those classes and now meet the requirements, may contact the Registrar and request to be added to the Dean's List retroactively.

### 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. It is possible that a student's honors status may change by the time degrees are awarded. The final honors status printed on the student's diploma and any future transcripts will be based on the student's cumulative GPA directly following the semester for which the degree is awarded..

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

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 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 may be required 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.

A student will also be placed on probation upon achieving a semester GPA of less than 1.00 provided the student's cumulative GPA is in good standing. Students placed on probation for a semester GPA of less than 1.00 will be required to meet with their assigned professional advisor in order to verify their enrollment in the upcoming semester and discuss a plan for degree progress. Failure to meet with a professional advisor or the Director of Advising by the end of the add period may result in suspension.

### 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.

A student will also be placed on academic suspension upon achieving a semester grade point average of less than 1.00 with a cumulative GPA that is not in good standing according to the Scholastic Standards guidelines.

Once suspended, a student must raise his or her cumulative 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.

International Students studying at UMPI on a VISA MUST meet with the Primary Designated School Official to discuss options that might be available for readmission to the University.

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 UMPI 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 Registrar's Office, 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.

### 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 review the decision. The Provost may request all relevant documentation and may meet with the parties concerned. The Provost'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 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 may request all relevant documentation and may meet with the parties concerned. The Provost'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 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 may request all relevant documentation and may meet with the parties concerned. The Provost written decision is final and not subject to further review. ★

## *Special Academic Activities & Services*

### **Houlton Higher Education Center**

The Houlton Higher Education Center is located at 18 Military Street in Houlton. This facility houses a unique partnership among UMPI, University College Network, Northern Maine Community College, and RSU 29 & 70 Adult Education, to deliver seamless education/training opportunities for southern Aroostook County. The Center is accessible to the handicapped and contains classroom space, computer labs, conference rooms, and offices for faculty and staff.

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

Designed to meet the various needs and interests of students in the surrounding communities, 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, admis-

sions requirements, financial aid, and student success. Onsite registration and textbook purchase assistance are also provided. Additionally, support for technical applications, such as email, internet, word-processing, and library services, is available.

The Center offers a local connection to degree programs and services of the University in a collaborative space that engages students to learn together in a supportive and motivational environment. Call 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 also connects all University of Maine System Campuses and Centers. This technology is employed for the exchange of instruction, between Campuses as well as for meetings between individuals and groups, enhancing the natural advantage 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, weddings, meetings, fundraisers, and/or banquets on campus. Both on and off-campus groups may reserve University facilities.

### **Campus Store and Mailroom**

The Campus Store offers a variety of merchandise and UMPI memorabilia available for purchase by students or visitors. The store keeps up with the changing trends and offers something for everyone.

The Mail Room, located in the Campus Store, takes care of sending and receiving mail for all students and staff here at the University. ★

# Teacher Education Program Requirements

## Teacher Education Degrees and Programs

The Department of Education offers programs leading to a B.S. degree in Elementary Education (K-8), Secondary Education (7-12), and Physical Education (K-12). The programs are approved by the Maine Department of Education.

Each program in the Department 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 Department. The Framework has a knowledge base informed by research and best practices.

Each program consists of a General Education Curriculum, a subject area concentration, 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 concentration for each program provide learning opportunities for teacher candidates to develop concepts, values, skills, and methods of inquiry. Through the professional education courses, candidates gain knowledge, skills, and professional dispositions they need to help K-12 students in achieving Maine Learning Results and the Common Core. The combined effect of the General Education Curriculum, subject area concentration, professional education courses and field experiences is the preparation of candidates that meet Maine's Common Core 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

Education majors are closely monitored and supported by their advisor as they progress through the program. Tk20, an electronic portfolio system, is utilized to track and assess student progress.

All education majors are expected to work closely with their faculty advisors in the Department of Education 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 and for course approval.

## 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 by the end of the semester prior to student teaching:

- ✓ a cumulative grade point average of 3.00 or greater;
- ✓ a 3.00 grade point average in the major and a 3.00 in the professional sequence;
- ✓ maintain the above GPA during the semester prior to student teaching;
- ✓ completed 100 credit hours, including methods courses;
- ✓ achieved qualifying scores on the Praxis I & Praxis II exams (see Praxis policy);
- ✓ completed requirements for Tk20 at Level II\*;
- ✓ documentation of successful background check resulting from fingerprinting through the Maine Department of Education;
- ✓ completion of appropriate background checks for jurisdictions outside of Maine;
- ✓ completed registration for Edu 495.

\* Department of Education assessment tool

## The Praxis 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 and Praxis II is received by the Office of Student Teaching and Field Experience.

A Maine Department of Education Certificate is required by all University of Maine at Presque Isle Department 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. ★

# *Academic Departments*

# Academic Departments

## Office of the Provost

Raymond Rice, Provost  
 122 Preble Hall . . . . . 768-9525 . . . . . raymond.rice@maine.edu  
 Denise Trombley, Administrative Specialist  
 232 Preble Hall . . . . . 768-9520 . . . . . denise.trombley@maine.edu

## Academic Planning & Assessment

Lorne Gibson, Director of Planning and Assessment  
 202 South Hall . . . . . 768-9598 . . . . . lorne.gibson@maine.edu  
 Alexander Myhre, Registrar  
 231 Preble Hall . . . . . 768-9581 . . . . . alexander.myhre@maine.edu  
 Linda McLaughlin, Administrative Specialist  
 123 South Hall . . . . . 768-9740 . . . . . linda.mclaughlin1@maine.edu  
 Carolyn Dorsey, Executive Director of Competency Based Education (CBE)  
 122 South Hall . . . . . 768-9584 . . . . . carolyn.dorsey@maine.edu  
 Judith Roe, General Education Coordinator  
 316 South Hall . . . . . 768-9446 . . . . . judith.roe@maine.edu

## Academic Advising

Barbara Blackstone, Dean, College of Professional Programs  
 152 Wieden Hall . . . . . 768-9415 . . . . . barbara.blackstone@maine.edu  
 Jason Johnston, Dean, College of Arts & Sciences  
 315 South Hall . . . . . 768-9652 . . . . . jason.johnston@maine.edu  
 Lorelei Locke, Director of Advising  
 103 South Hall . . . . . 768-9431 . . . . . lorelei.locke@maine.edu  
 Shara Page, Professional Academic Advisor  
 111A South Hall . . . . . 768-9419 . . . . . shara.page@maine.edu  
 Jessica Winslow, Professional Academic Advisor  
 111B South Hall . . . . . 768-9668 . . . . . jessica.winslow@maine.edu  
 Jean Henderson, Professional Academic Advisor  
 Houlton Higher Ed. Ctr. . . . . 521-3100 . . . . . jean.henderson@maine.edu

## Instruction & Curriculum Services

Alana Margeson, Instructional Designer  
 232 Preble Hall . . . . . 768-9544 . . . . . alana.margeson@maine.edu  
 Heather Nunez, Instructional Designer  
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 Lorne Gibson, Director of Planning and Assessment  
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## College of Arts & Sciences

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 Pamela Easler, Administrative Specialist  
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## Faculty

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 Sukhwinder Bali, Assistant Professor of Sustainable Agriculture  
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## AGRICULTURAL SCIENCE & AGRIBUSINESS

### Bachelor of Science

#### MISSION & OUTCOMES

The UMPI Agricultural Science program serves students and working professionals by educating them in current agricultural practices as well as to support development and adoption of research-based approaches to improve agricultural practices, in collaboration with regional agribusinesses and institutions.

- 1) Apply knowledge of physical, chemical, biological, genetic, environmental, and other sciences in order to understand the role of these processes in agricultural systems.
- 2) Identify the anatomy and physiology of plants and their constituent tissues, and apply this knowledge to agricultural plants in terms of growth, reproduction, pest defense, and senescence.
- 3) Apply knowledge of the planting, cultivation, harvest, and storage needs of various field, cover, rotation and other crops that characterize the regional and national agricultural economy.
- 4) Implement sustainable livestock production principles, particularly housing, feeding, breeding, and veterinary care as well as care of companion and laboratory animals.
- 5) Develop a farm management plan to address annual operating needs and costs, capital, financing, marketing, taxation, legal issues, human resources, state and federal policy, and safety in a farm business setting.
- 6) Identify sales and marketing patterns and strategies for commodities, wholesale markets, retail markets, processing, and small-scale opportunities for a range of commodity and vegetable crops.
- 7) Use farm and agribusiness decision-making processes that incorporate multiple inputs to maximize profitability, including past sales and new market potential, production costs, and precision agriculture approaches.
- 8) Develop and employ a pest management plan for multiple crops that would protect against viral, bacterial, invertebrate, vertebrate, plant, and other pests while incorporating best management practices to maintain beneficial environmental components that maximize crop production and input use efficiency.
- 9) Demonstrate how the physical, chemical, and biological properties of soil horizons influence soil health and healthy plant growth.
- 10) Evaluate land use, microbiological, biochemical and other processes in agricultural land contribute to maximize soil fertility and plant growth.
- 11) Incorporate multiples types of geospatial and economic data into a GIS database that can be used to collate geo-



physical, land use, soil science, economic or other agriculturally relevant data.

- 12) Implement precision agricultural practices by understanding how data are collected and analyzed to form recommendations regarding inputs and other practices, and be aware of the technology capable of implementing these practices.
- 13) Safely, lawfully, and responsibly operate agricultural technologies, including tractors, implements and spraying equipment, tractor GPS systems, greenhouse management systems, irrigation, and their associated software.
- 14) Demonstrate multiple program proficiencies in practice and apply this to an in-depth experience, analysis, or research project.

## APPLIED SCIENCE

### Bachelor of Applied Science

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 compliments 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.

## ART

### Bachelor of Arts

### Bachelor of Fine Arts

### Associate of Arts, Applied Art

### Minors

Art • Graphic Design

The Bachelor of Arts degree program in Art is designed to provide the individual the opportunity and 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.

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.

The AA degree is the primer for students to experience building the professional studio practice. They build a strong foundation in the fundamentals to apply to either a studio practice or their professional career of choice. Students take a total of 21 credit hours in Foundation courses before completing 15 hours in an emphasis area. Possible emphasis areas are: Drawing/Painting; Ceramics/Sculpture; Photography/Digital Media; Mixed Media.

The Art Minor is for the student who wants to enrich their collegiate experience and apply creativity, grounded in sound design fundamentals, to their academic degree.

## MISSION & OUTCOMES

- 1) Students will demonstrate technical skills in a given medium, through both quality of execution and presentation.
- 2) Students will analyze and interpret artworks through formal, historical and theoretical frameworks.
- 3) Students will create works that are intellectually challenging for themselves and their audience.
- 4) Students will articulate their creative process through oral and written communication.

## REQUIREMENTS

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 sophomore year, the B.A. Studio Art candidate should choose a major emphasis. An emphasis requires that you take 9 courses (18 credits) from one of the following areas: Ceramics/Sculpture, Painting/Drawing, Mixed Media, or Photography/Digital Media. This sequence must be completed before Art 499C Fine Art Senior Exhibition. Art 499C (spring only) 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 exhibition for the B.A. student with a studio emphasis.

**Admission to the BFA program** - required: Art 120, Art

121, Art 103, Art 211, and Art 212. These courses are required before the student enters his/her area of emphasis. An emphasis requires that the student take seven courses (21 credits) from one of the following sequences: Drawing/Painting; Ceramics/Sculpture; Photography/Digital Media; Mixed Media. This sequence must be completed before Art 499A and Art 499B Fine Art Senior Exhibition. Art 499A/B 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 emphasis of study.

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.

## BIOLOGY

### Bachelor of Arts

**Concentrations:** Ecology, Evolution & Biodiversity • Pre-Medical • Psychological Biology • Self-Designed

### Minor

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, health-related professions or graduate school. The concentrations offered are Pre-Medical (to prepare for any health-related career), Ecology, Evolution & Biodiversity, and Psychological Biology. A Self-Designed concentration is also available for students with specific interests or requirements. In addition to modern research laboratories, the program utilizes or collaborates with other local resources such as local hospitals, local/state agribusiness organizations, the West Campus Woods, and the North Maine Woods.

### MISSION & OUTCOMES

Students completing a program in Biology will be able to:

- 1) Evolution: Describe the evidence for and mechanisms that lead to evolution occurring at the molecular, organismal, and population levels.
- 2) Structure and Function: Relate physical characteristics to functional processes from molecules to ecosystems.
- 3) Information Flow: Describe information flow within, between, and as inherited by organisms in response to their environment.
- 4) Energy Transformation: Trace the path of energy as it is transformed through biological systems.
- 5) Systems: Describe the interrelationship of nodes of a biological system at the molecular, organismal, and ecosystem levels.
- 6) Quantitative Reasoning: Identify quantitative approaches

utilized to describe patterns of information in data.

- 7) Scientific literacy and evidence-based research: Be able to identify a research question, investigate what is known and summarize current evidence, design a hypothesis-driven study which generates original data, and analyze and interpret the results in the context of scientific Literature.
- 8) Communication: Deliver effective written and oral scientific communications.
- 9) Interdisciplinary: Identify how the integration of multiple disciplines contributes to biological knowledge and broadens career possibilities.
- 10) Impact of Science: Debate the merits and risks of conducting scientific research and utilizing scientific knowledge.

## BUSINESS ADMINISTRATION

### Bachelor of Arts

**Concentrations:** Accounting • Management & Leadership • Project Management & Information Systems • Recreation

### Minors

Accounting • Business Administration • Management Information Systems • Management • Project Management • Recreation & Leisure

### Certificate

Project Management

The Business Administration Major is designed to give students maximum flexibility in their careers. Business Administration students are exposed to business functions such as accounting, marketing, finance, human resource management, production/operation, project management, and information systems. Since most professionals change jobs many times during their careers, the skills taught allow an individual to adapt to rapid changes in a technologically dynamic global marketplace. Students have the opportunity to develop their business management and entrepreneurial skills, while also preparing to lead organizations through innovation and change. The Recreation program shares courses with students throughout the UMS system to expand their experience in recreation locally, statewide, nationally, and internationally.

Students will select one of the following concentrations to further specialize within the Business Administration Major: Accounting, Management & Leadership, Project Management & Information Systems, and Recreation.

### MISSION & OUTCOMES

We promote rigorous academic programming and experiences that prepare our students to become innovative, ethical, and effective leaders ready to take an active role in today's diverse and ever changing business environment.

The UMPI business program endorses and follows industry standards and best practices as developed within our profession. Upon completion of the program, our graduates will be able to:

- 1) Communicate effectively utilizing professional business-related techniques.
- 2) Apply a practical and theoretical understanding of managerial and leadership skills across business disciplines.
- 3) Demonstrate appropriate analytical and quantitative skills by examining a wide range of business models.
- 4) Utilize emerging technologies in order to improve business performance.
- 5) Develop an understanding of cultural, ethical, and global issues by examining their impact on self, business, and organizations.

**COMPETENCY BASED EDUCATION  
BACHELOR OF BUSINESS  
ADMINISTRATION**

see *YourPace*, page 57

**CHEMISTRY**

Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

**CRIMINAL JUSTICE**

Bachelor of Arts

Associate of Arts

Minor

Criminal Justice • Sociology • Pre-Law

Certificate

Drug Policy & Intervention

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 eighteen 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.

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 Drug Policy and Intervention Certificate is a cross disciplinary program with Criminal Justice, Social Work and Psychology with coursework focusing on the challenges of both micro direct intervention with drug abuse as well as macro pol-

icy change to address the opioid crisis. This certificate can be easily added to degrees in any of the three majors.

The Minor in Criminal Justice provides a survey of the criminal justice system and is a relevant addition to other degrees in the social sciences. The Sociology Minor expands the theoretical base of the Criminal Justice degree while the Pre-Law Minor provides a stronger focus on the law and court system; both can be easily added to the Criminal Justice degree or other relevant degrees in social science or business.

**MISSION & OUTCOMES**

By developing in the following general proficiency areas, graduates will be able to professionally assess and implement effective individual conduct, policies, and programs that are necessary to facilitate social control, protection, and justice.

- 1) Effectively communicate with criminal justice professionals and other citizens
- 2) Recognize the relationship of criminal justice system components and processes with society and government
- 3) Apply appropriate constitutional, criminal and procedural law.
- 4) Effectively utilize scientific methods, evidence, findings and conclusions
- 5) Apply appropriate ethical principles, philosophies, theories and research
- 6) Recognize human biases and employ emotional intelligence
- 7) Recognize the impact of social stratification on criminal and social justice issues.
- 8) Project the impact of social change on criminal and social justice issues.

**REQUIREMENTS**

**Bachelor's Degree:** There are 13 required courses in the major with an additional 4 criminal justice open electives. In addition to the major requirements, students must complete the General Education Curriculum. Bachelor's candidates must also complete three service learning courses (one of which must be from the major) and submit a senior portfolio after completing 108 credit hours. This degree can be easily combined with certificates in either Drug Policy and Intervention or Geographic Information Systems. Recommended minors include Sociology, Pre-Law, Psychology, Human Services, Recreation, and/or Environmental Science.

**Associates Degree:** There are 5 general education courses, 7 required criminal justice courses and 5 criminal justice open electives with a minimum of 61 credits for degree completion. The Associate's degree represents the base of the Bachelor's degree and it is a seamless transition for Associate's candidates to go on and finish the four-year program.

## DRUG POLICY & INTERVENTION

### Certificate

The Drug Policy and Intervention Certificate is a cross disciplinary program with coursework focusing on the challenges of both micro direct intervention with drug abuse as well as macro policy change to address the opioid crisis. This certificate can be easily added to degrees in any of the three majors or be completed as a stand-alone by non-degree seeking students. This certificate is appropriate for students interested in careers in criminal justice, counselling or human services with a focus on the problems of drugs.

### MISSION & OUTCOMES

The Drug Policy and Intervention Certificate is a program of inter-professional education featuring collaboration between the Criminal Justice, Psychology, and Social Work disciplines. By developing proficiency in the following areas, students completing this certificate will be able to professionally and collaboratively assess and implement effective individual conduct, policies and programs necessary to address the problem of drug abuse at micro, mezzo, and macro levels

- 1) Effectively communicate and collaborate as a team with other working professionals
- 2) Utilize, within professional practice, an understanding of the relationships between various systems and policies of prevention, intervention, and social control of drug use
- 3) Identify the sociological, psychological, and physiological causes of drug use
- 4) Recognize and project the impact of social stratification and social change on drug use and drug policy

### REQUIREMENTS

Twenty-four credit hours from criminal justice, psychology and social work courses are required.

## EDUCATION, Bachelor of Science

### Elementary Education

- Concentrations:** Science • Social Studies • Mathematics • English • Special Education • Early Childhood

### Secondary Education

- Concentrations:** Biology • Social Studies • Mathematics • English

### Physical Education

#### Minors

- Education Studies • Early Childhood Education • Physical Education

### VISION

The Department of Education offers Maine Department of

Education approved programs leading to a B.S. degree in Elementary Education (K-8), Secondary Education (7- 12), or Physical Education (K-12). Each program reflects research, beliefs and values concerning effective teaching and teacher preparation that form our Conceptual Framework of the Department of Education. The Framework has a knowledge base informed by research and best practices.

Each program consists of a General Education Curriculum, a subject area concentration, and a sequence of professional education courses (foundations, pedagogy, 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 concentration for each program provide learning opportunities for teacher candidates to develop knowledge, skills, values, and methods of inquiry. Through the professional education courses, candidates deepen their learning and cultivate professional dispositions necessary as future educators. The combined result of the General Education Curriculum, subject area concentration, professional education courses and field experiences is the preparation of effective teacher candidates who meet Maine's Initial Teacher Certification Standards.

A Post-baccalaureate program is also available; this route is designed for individuals who hold a baccalaureate degree from an accredited university and 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.

### MISSION & OUTCOMES

The mission of the University of Maine at Presque Isle Department of Education is to provide an undergraduate program of studies leading to baccalaureate degrees in teacher education to a diverse student body including students from the United States and other countries. The values and beliefs of the program are driven by the Conceptual Framework of the Department of Education. The program of studies emphasizes and promotes a strong foundation in the arts and sciences as well as pedagogical skills.

The Department of Education values and emphasizes its Conceptual Framework, particularly the ideals of reflective practitioners having appropriate teaching dispositions. Additionally, each course is aligned with Professional Learning Outcomes that mirror professional certification requirements. Students will create, document and reflect upon evidence of meeting all eleven of Maine's Initial Teacher Certification standards, which are an adoption of the InTASC Core Teaching Standards:

- 1) **Learner Development:** The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical

areas, and designs and implements developmentally appropriate and challenging learning experiences.

- 2) **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
- 3) **Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
- 4) **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
- 5) **Innovative Applications of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
- 6) **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.
- 7) **Planning for Instruction:** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
- 8) **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
- 9) **Reflection and Continuous Growth:** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
- 10) **Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 11) **Technology Standards for Teachers:** (NETS•T) Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

#### REQUIREMENTS FOR FORMAL ADMISSION

The Elementary Education, Secondary Education and Physical Education majors lead to a Bachelor of Science degree, and graduates are eligible for certification by the Maine Department of Education. This certification is recognized by other states and Canadian provinces with whom Maine shares reciprocity. All degrees carry the requirement of a subject area concentration along with General Education and professional education courses.

#### Professional Standing in Teacher Education

Majors are closely monitored and supported by their advisors as they progress through the program. Tk20, an electronic portfolio system, is utilized to track and assess student progress. All education majors are expected to work closely with their faculty advisors in the Department of Education to follow the prescribed sequence of courses for their particular major and for course approval. At the completion of all Level I requirements (see CoE Student Handbook), students receive candidacy in the Department of Education and are therefore eligible to move on in the program.

To be formally admitted to candidacy in the Department of Education, students must successfully:

- complete their first two semesters, both of which require mandatory field experience
- demonstrate evidence of appropriate professional teacher dispositions
- pass a candidacy interview with the faculty of the Department of Education.

#### 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, and signed by his or her advisor, one full semester in advance of the anticipated practicum experience. The following criteria must be met by the end of the semester prior to student teaching:

- a cumulative grade point average of 3.00 or greater;
- a 3.00 grade point average in the major and a 3.00 in the professional sequence;
- maintain the above GPA during the semester prior to student teaching;
- completed 100 credit hours, including methods courses;
- achieved qualifying scores on the Praxis I & Praxis II exams\*;
- completed requirements for Tk20 at Level II\*;
- documentation of successful background check resulting from fingerprinting through the Maine Department of Education;
- completion of appropriate background checks for jurisdictions outside of Maine;

Programs  
*continued*

- completed registration for Edu 495
- successful presentation and defense of professional portfolio to COE faculty

\*The Praxis 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 exam before initial certification is granted. Students will not be allowed to student teach until documentation of passing scores for Praxis I and Praxis II are received by the Office of Student Teaching and Field Experience. 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.

Certification by the Maine Department of Education is required by all University of Maine at Presque Isle Department of Education teacher certification students prior to making application for a teaching certificate in most of the Canadian provinces.

**REQUIREMENTS FOR PROGRAM COMPLETION**

For program completion, a student must successfully complete the General Education Curriculum, professional education sequence, and concentration requirements for a total of 120 credit hours. Students who complete any of the concentrations in the Department of Education and meet Praxis test requirements from the Maine Department of Education are eligible for Maine teaching certification and one or more endorsements in their content and grade level area. This certification is recognized by other states and Canadian provinces with whom Maine shares reciprocity. Numerous other career opportunities are available to certified teachers, both in and out of traditional school settings.

**ENGLISH**

**Bachelor of Arts**

**Concentrations:** English • Professional Communication & Journalism • Writing

**Minors**

English • Writing • Film

Students in the English Program at UMPI learn to think and communicate effectively, creatively, and critically in a variety of settings. Regardless of their areas of specialization--creative writing, literary studies, and professional communication and journalism--all of our English majors are able to communicate clearly to a target audience, think critically and argue a point persuasively, and conduct research to find and synthesize information. Students who major in English graduate with strong reading, writing, and analytical skills that are in high demand by employers in a wide range of professions, such as publishing, writing, marketing, media/web development, government, and non-profit work, just to name a few. Our graduates also go into

teaching or on to graduate study in the arts and humanities, business, or law.

**MISSION & OUTCOMES**

Students will be able to:

- 1) Communicate effectively in written and oral forms as appropriate to purpose, audience, and genre.
- 2) Effectively utilize stylistic choices/conventions of creative genres to create an imaginative work.
- 3) Analyze and interpret a variety of texts using sufficient evidence to produce critical, convincing arguments.
- 4) Conduct research, evaluate, and utilize sources effectively.
- 5) Demonstrate cultural awareness by contextualizing texts within their prominent historical, cultural, or intellectual circumstances.
- 6) Assess the politics of language use and meaning-making in written, oral, and visual texts.
- 7) Utilize data analysis as appropriate to the discipline.
- 8) Demonstrate practical application of coursework and engage in meaningful reflection.
- 9) Show professional and ethical responsibility within the field.

**ENVIRONMENTAL SCIENCE & SUSTAINABILITY**

**Bachelor of Science**

**Concentrations:** Natural Resources & Environmental Science • Sustainable Agriculture

**Minors**

Energy Development & Policy • Environmental Studies • Sustainable Agriculture

**Certificate**

Energy Development & Policy

The Environmental Studies program consists of two concentrations: Natural Resources & Environmental Science and Sustainable Agriculture. The program focuses on giving students a broad understanding of environmental sciences in the classroom, laboratory, and through a significant amount of hands-on work outdoors. In addition to well-equipped laboratories, the Department utilizes other resources such as North Maine Woods and farmland as natural laboratories for teaching and research. Graduates have gone on to careers in industry, local and state government, or graduate school.

**MISSION & OUTCOMES**

- 1) Students develop ability to collect geospatial information, to organize and analyze information using GIS, and to interpret and present data in written and oral format.
- 2) Students demonstrate an understanding of human interaction with and effects on environmental processes.
- 3) Students can articulate how social science, philosophical,

policy, and other human systems relate to solving and understanding environmental challenges.

- 4) Students can describe long-term climate change processes, recent climate changes processes, energy systems, and how climate and energy is related.
- 5) Students demonstrate competency in collecting data in the field or lab, organizing and analyzing these data, and summarizing and drawing conclusions from these data.
- 6) Students demonstrate a basic understanding of the breadth of environmental sciences, including geological, biological, ecological, physical and other disciplines.
- 7) Students also gain advanced level knowledge and understanding within a particular environmental science discipline.

## EXERCISE SCIENCE

### Bachelor of Science

**Concentrations:** Health & Wellness

• Pre-Health Care • Self-Design

### Minor

Exercise Science

## VISION

The Exercise Science major provides students a vehicle within an intellectual environment that fosters their knowledge in the areas of Exercise Science. Exercise Science graduates will have developed knowledge and skills essential for entry-level exercise science professionals through the curriculum, laboratory experiences, applied research, internships, and student-faculty interactions. The Exercise Science major can also serve as a foundation for graduate studies in Physical Therapy, Occupational Therapy, Athletic Training and other post baccalaureate degrees in allied health.

The Bachelor of Science degree in Exercise Science & Pre-Health Professions provides students with a strong scientific understanding of the acute and chronic effects of exercise on the human body.

The coursework emphasizes current research, as well as its practical application, and prepares students for careers in several health and fitness related fields including corporate/community/commercial fitness, personal training, and strength and conditioning. In addition, depending upon each student's area of interest, the major also provides opportunities for practical fieldwork experience.

The major is also an attractive option for pre-professional students who intend to study physical or occupational therapy, athletic training, medicine, cardiopulmonary rehabilitation, dentistry, pharmacy, or enroll in a physician assistant program following undergraduate school.

## MISSION AND OUTCOMES:

The mission of the Exercise Science program is producing graduates that are able to learn, discover, create, and promote science-based principles and practices of human movement that improve the quality of life for individuals and society.

- 1) Use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence through a five step approach.
- 2) Develop and implement strategies and programs to prevent the incidence and / or severity of injuries and illness and optimize their clients overall health and quality of life
- 3) Apply clinical reasoning skills throughout the physical examination process in order to assimilate data, select and appropriate assessment tests and formulate exercise prescription
- 4) Recognize clients exhibiting abnormal social, emotional and mental behaviors. Students will have the ability to intervene and refer as necessary. Graduates have appreciation of the role of mental health in health and wellness and use dialog and referrals to optimize the connection between mental health and physical health.
- 5) Perform a SWOT analysis, needs analysis, each of the phases of planning and development and on-going facility management.
- 6) Practice within the limits of state and national regulation using moral and ethical judgment. Students will understand how to work collaboratively with other healthcare providers and refer clients when a referral is warranted.
- 7) Integrate proficiencies that represent the synthesis and integration of knowledge, skills, and abilities into actual client care.
- 8) Are academically prepared with a scientific foundation for acceptance into graduate schools for students interested in becoming Physical Therapists, Occupational Therapists, or Athletic Trainers and other allied health professions.

## REQUIREMENTS

### Bachelors Degree

A student must successfully complete the General Education Curriculum with selected supporting courses. Additionally student must complete the Exercise Science sequence and concentration (Health & Wellness, Pre-Health Care) that matches your career goals.

The completion of Self-Design concentration students will work closely with the faculty in Exercise Science developing their unique program plan. This plan needs to be approved as the student enters the last 4 semesters of their program.

### Exercise Science Minor

The Exercise Science Minor is 20 credit hours with a focus on health and wellness. These courses will complement students

in any major interested in health and wellness on a personal or professional level.

## FILM STUDIES

### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

## FRENCH

### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

## GEOGRAPHIC INFORMATION SYSTEMS (GIS)

### Certificate

The GIS 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.

## GEOLOGY

### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

## HISTORY & POLITICAL SCIENCE

### Bachelor of Arts

**Concentrations:** History • Political Science

### Minors

History • Political Science

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.

Political science is the study of government institutions, the public policies they develop and implement, and the political processes and forces that shape those institutions and policies. Using social science methodologies, political scientists also compare political systems across nations, explore the intersection of politics and economics, study the dynamics of international relations, and engage in normative debates about what politics should be and should result in.

### MISSION AND OUTCOMES: HISTORY

- 1) Develop a base of historical knowledge through examining a wide range of historical information.
- 2) Investigate historical thinking in order to recognize the past as distinct from the present.
- 3) Demonstrate historical skills through historical inquiry.
- 4) Demonstrate knowledge of the interrelationships between governmental institutions and society.

### MISSION AND OUTCOMES: POLITICAL SCIENCE

- 1) Students completing the political science concentration will have mastered the global learning objective of civic knowledge. This encompasses being able to apply political science theories and methods of inquiry to a host of political phenomena.
- 2) Students will be versed in four sub-disciplines of political science: American Government, Political Theory, Comparative Politics, and International Relations.
- 3) Students will be prepared for graduate-level study in social science or professional fields, as well as for careers requiring the ability to master a substantial field of knowledge, research issues credibly, and write effectively.
- 4) Students will be able to use their skills to assume leadership roles in civic and professional organizations.

## HUMANITIES

### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

## INTERNATIONAL STUDIES

### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.



## LIBERAL STUDIES

### Bachelor of Liberal Studies

#### Associate of Arts

**Concentrations:** Business Administration • Creative Writing • General • Science & Mathematics

**Bachelor's Degree:** 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.

**Associate's Degree:** The Associate of Arts degree in Liberal Studies 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.

## MATHEMATICS

### Bachelor of Science

#### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

#### MISSION AND OUTCOMES

- 1) Students will be able to understand the principles underlying the various branches of mathematics and recognize their interrelationships.
- 2) Students will be able to present clear and rigorous proofs.
- 3) 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, all Bachelor's candidates must complete the General Education Curriculum requirements.

## MEDICAL LABORATORY TECHNICIAN (MLT)

### Associate of Science

#### VISION

"Providing Quality MLT Education to Communities Across the State of Maine."

#### PROGRAM OVERVIEW

The Medical Laboratory Technology (MLT) Program of Maine was created as a collaborative effort between the University of Maine at Presque Isle (UMPI) and the University of Maine at Augusta (UMA) in cooperation with hospitals across the state that serve as clinical affiliates. Medical Laboratory Technology is a two-year program leading to an Associate of Science in MLT, awarded by the home campus.

All MLT lecture courses are available via videoconferencing at locations statewide. Periodic intensive laboratories will be held at Presque Isle or Augusta locations. The final semester is a supervised clinical practicum scheduled at an affiliated hospital laboratory.

Upon completion, graduates are eligible to take the national certifying examinations administered by the Board of Certification of the American Society of Clinical Pathologists or the American Medical Technology Association.

At career entry, the Medical Laboratory Technician will be able to perform routine clinical laboratory testing in the departments of hematology, clinical chemistry, immunohematology, clinical microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics.

Upon graduation and initial employment, the medical laboratory technician should be able to demonstrate entry-level competencies in the areas of professional practice listed below:

- Collecting and processing biological specimens and other substances for analysis;
- Performing analytical tests on body fluids, cells, and other substances;
- Recognizing factors that affect procedures and results, and taking appropriate actions within predetermined limits when corrections are indicated;
- Performing and monitoring quality control within predetermined limits;
- Performing preventive and corrective maintenance of equipment and instruments or referring to appropriate source for repairs;
- Applying principles of safety;
- Demonstrating professional conduct and interpersonal communication skills with patients, laboratory personnel, other healthcare professionals, and with the public;
- Recognizing the responsibilities of other laboratory and healthcare personnel and interacting with them with respect for their jobs and patient care;
- Applying basic scientific principles in learning new techniques and procedures;
- Relating laboratory findings to common disease processes;
- Establishing and maintaining continuing education as a function of growth and maintenance of professional competence.

Student clinical assignments are dependent on many factors including the availability of qualified staffing and other resources at the clinical sites. Consequently it cannot be guaranteed that a student will get her/his top choices for clinical experiences. However, a student is guaranteed placement at a clinical affiliate.

UMPI clinical affiliates include: The Aroostook Medical Center, Cary Medical Center, Houlton Regional Hospital, Northern Maine Medical Center, Penobscot Valley Hospital, and Calais Regional Hospital.

Students must complete the program in three years once they begin MLT courses. Students must provide a copy of a successful health examination signed by a physician that includes a current, up-to-date immunization record, and pass a background check.

MLT students are required to pay a program fee of \$75.00 at the beginning of each semester for travel to attend mandatory workshops and trainings in the second year of the program. Students enrolled as “MLT” majors will be assessed the non-refundable fee.

Successful completion of the MLT Program and the awarding of the Associate degree in Medical Laboratory Technology is NOT contingent on passing an external certification examination.

The MLT Program of Maine is accredited by:

The National Accrediting Agency  
for Clinical Laboratory Sciences (NAACLS)  
5600 N. River Road, Suite 720  
Rosemont, IL 60018  
773-714-8880  
<http://www.naacls.org>

### MISSION AND OUTCOMES

The MLT Program of Maine, with the assistance of its clinical affiliate laboratories, is committed to providing quality didactic and clinical instruction, encompassing the cognitive, psychomotor, and affective domains of learning, to prepare its graduates to work, upon career entry, as competent medical laboratory technicians in healthcare facilities.

- 1) Graduates apply knowledge of theory and principles of related content to the clinical laboratory setting in making appropriate professional decisions.
- 2) Graduates perform laboratory procedures accurately and in a timely manner, and evaluate and correlate results.
- 3) Graduates use critical thinking to recognize, troubleshoot and solve pre-analytical, analytical and post analytical problems.
- 4) Graduates act professionally and adhere to ethical and legal responsibilities toward consistent quality patient care.
- 5) Graduates demonstrate knowledge of infection control and safety practices and follow established guidelines and regulations.

### REQUIREMENTS

In order to be considered for the MLT program, you must do the following:

#### Complete the following prerequisites:

- High School Diploma or GED equivalent
- High School Chemistry with Lab or course waiver
- High School Biology with Lab or course waiver
- Algebra I and II or course waiver
- Meet general admission requirements of the University
- Submit an application to the home University
- Provide official transcripts of all colleges attended. Courses with a grade of “C-” or better should transfer to the University. Note: The MLT Program is science intensive and students must achieve a minimum grade of 77% or C+ in all science courses.

- Meet the minimum cumulative GPA of 2.0 in courses completed at UMPI/UMA

**Note:** Students interested in the program who do not meet the entrance requirements are invited to contact one of the Program Co-Directors, the advising department, or the admissions office for assistance in identifying methods to obtain necessary courses required for the program.

**Required Essay:**

We ask all potential MLT students to write an essay addressing the following questions.

- Why are you interested in the MLT Program? You may comment on previous experiences (work or personal) that have influenced your decision to enter this field.
- What qualities do you possess that will help you to be a good MLT?
- What are your professional goals?

**MENTAL HEALTH REHABILITATION  
TECHNICIAN/COMMUNITY (MHRT/C)  
Certificate**

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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/C 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/cfi/MHRT/community\\_guide-](http://muskie.usm.maine.edu/cfi/MHRT/community_guide-)

lines.htm". See Certificate Program Requirements for further information of the MHRT/C requirements.

**NURSING**

**Bachelor of Science in Nursing  
Transition Program for UMFK**

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The Nursing program at UMPI is a transition program with UMFK. The program is consistent with UMFK program with nursing faculty and administration of the UMFK Department of Nursing will work to ensure that students have access to a high quality program in a rural area that is affordable and prepares them for professional success. The nursing faculty, staff, and administration contribute to the realization of UMFK's mission, and the extension of the UMFK's BSN program to the UMPI off-site location, is clearly congruent with that mission. The off-campus BSN programming location is consistent and compatible with UMFK's mission and purposes. The objectives of the off-campus programming stem from and fulfill the health care industry's desire to increase access to baccalaureate education in the state of Maine and to minimize off-site travel. Nursing students will be able to fulfill all course work on the UMPI campus.

**VISION:**

The UMFK Division of Nursing provides a rigorous education founded upon the liberal arts, which prepares professional nurse graduates who holistically serve individuals, families, and communities, in a caring capacity in a complex global society.

**ACCREDITATION**

The baccalaureate degree in nursing at UMFK is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791 and is approved by the Maine State Board of Nursing, 161 Capitol Street, 158 Statehouse Station, Augusta, Maine, 04333-0158.

Accreditation is an external process affirming established standards of excellence for baccalaureate nursing education. Accreditation also assures students of transferability of state licensure and of eligibility for admission to graduate school. Further information about the accreditation of the program can be obtained from any of the aforementioned accrediting bodies.

**MISSIONS AND OUTCOMES:**

As an integral part of our parent institutions, nursing faculty members deliver a transformative nursing education to prepare graduates who serve as nurse clinicians, scholars, and educators to meet the health needs of the people of Maine and beyond.

- 1) Professionalism: (demonstrates accountability as a life-long learner for the delivery of evidence-based nursing care. Evaluates own practice that is consistent with ethical, moral, altruistic, humanistic, legal, and regulatory principles, and utilizes self-care to practice in a mindful manner)
- 2) Leadership: (demonstrates leadership in the professional practice setting through accountability, influence, change management, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals)
- 3) Patient-Centered Care: (enters into a holistic, compassionate, respectful partnership with the patient and family that facilitates shared decision-making, recognizing consumer preferences, values, and needs in providing age and culturally appropriate, coordinated, safe, and effective care)
- 4) Evidence-Based Practice (EBP): (identifies, integrates, and evaluates current evidence and research findings coupled with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes)
- 5) Teamwork and Collaboration: (practices effectively with the healthcare consumer, family, and inter-professional team(s), to build relationships and foster open communication, mutual respect, and shared decision-making)
- 6) Communication: (communicates effectively, fostering mutual respect and shared decision making to enhance knowledge, experience, and health outcomes)
- 7) Systems-Based Practice: (is knowledgeable and responsive to the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value based care)
- 8) Informatics and Technology: (demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice)
- 9) Safety: (utilizes clinical reasoning and critical thinking that drives a culture of safety to prevent risk of harm to healthcare consumers, families, colleagues, and the environment)
- 10) Quality Improvement: (contributes to evidence-based nursing practice by participating in improvement strategies/processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems)
- 11) Geriatrics: (values the unique psychosocial, physical, and cultural attributes of the older adult in order to promote healthy aging and provide safe and effective care)

#### REQUIREMENTS

A course may satisfy requirements in both the general edu-

cation requirements and prerequisite areas. All courses with grades of "C-" and below must be repeated, or a grade of C or below for any nursing (NUR/HLT) course. A minimum grade point average of 2.5 must be maintained to be enrolled in the nursing program of study.

### PHILOSOPHY

#### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

### PHYSICAL SCIENCE

#### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

### PHYSICAL THERAPIST ASSISTANT

#### Associate of Science

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. The licensed physical therapist assistant works under the direction and supervision of a physical therapist to improve physical conditioning and prevent injury, reduce pain, restore mobility, and help patients across the lifespan rehabilitate from a wide variety of surgical and nonsurgical orthopedic, neurological, cardiopulmonary, and other conditions. Employers of PT assistants include hospitals, rehab facilities, home care organizations, the VA, long-term care facilities, and outpatient clinics.

#### PROGRAM MISSION

The PTA program mission is to provide a comprehensive and rigorous educational experience where students are committed to excellence, professional development and lifelong learning. Our graduates are prepared to become licensed physical therapist assistants and provide quality, ethical services under the direction and supervision of a physical therapist. Our program

is committed to public service and meeting the needs of the Aroostook County region through educational and service driven partnerships with community employers, schools, and organizations.

### PROGRAM GOALS

- 1) 70% technical phase graduation rate
- 2) Licensure ultimate examination pass rate of at least 90% within the first year of graduation.
- 3) Employment rate of at least 90% within 1 year of licensure.
- 4) Licensed graduates in the state of Maine will remain in good ethical and legal standing with the State's Office of Licensing and Registration.
- 5) PTA students and faculty will provide/participate in annual community services including balance screens and health fairs.
- 6) Graduate surveys will indicate that at least 90% of graduates are engaging in annual continuing education activities.
- 7) 80% of employer surveys will indicate that they would hire another UMPI PTA graduate if the need arises.
- 8) All PTA faculty members will maintain (3/5) or better on each assessment criteria in all student course evaluations.
- 9) Each clinical site will maintain a minimum of 75% favorable student evaluations.
- 10) Each PTA core faculty member will attend at least one continuing education seminar/workshop annually and present to PTA/allied health departments
- 11) The program will be 100% compliant with CAPTE requirements.

### PROGRAM OUTCOMES:

- 1) **Professional Communication:** The student will demonstrate effective, accurate, and professional verbal, nonverbal, and written communication in all aspects of health care.
- 2) **Professionalism:** The student will demonstrate behavior in a professional, legal, and ethical manner in all situations
- 3) **Data Collection:** The student will competently and safely collect data as needed to carry out the PT plan of care
- 4) **Interventions:** The student will competently and safely implement select components of interventions identified in the PT plan of care under the direction and supervision of the PT.
- 5) **Clinical Problem Solving:** The student exhibits sound clinical decision making abilities within the PT plan of care while carrying out the PT plan of care.
- 6) **Participation in Healthcare Environment and Practice Management:** The student demonstrates proficient knowledge and skills to participate in healthcare provider

safety, interprofessional collaboration, quality assurance, organizational planning and operation, billing and payment.

### REQUIREMENTS

In order to become eligible to apply for the clinical phase of the program each applicant must declare him/herself a PTA major and complete credit hours of general course requirements as follows: FYS 100 First Year Seminar 1; Hpr 101 Lifelong Wellness 3; Eng 101 College Composition 3; Pcj 215 Business Communications 3; Bio 261 A&P w/lab 4; Bio 262 A&P w/lab 4; Psy 101 General Psychology 3; Psy 205 Lifespan Development 3; Mat 101 Basic Statistics 3; PHE 274 Structural Kinesiology 3. Candidates for the PTA program must maintain a minimum GPA of 2.64. 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. General course minimum grade and GPA requirement may be waived for certified health care providers who have at least one year of full-time employment in their field. The waiver is at the sole discretion of the Director of the PTA program. Transfer credits and course substitutions should be discussed with the program director and will be considered on an individual basis. Other program application requirements can be found on the PTA webpage at: <http://www.umpi.edu/academics/wp-content/uploads/sites/2/2015/07/technical-phase-application-requirements.pdf>.

### PRE-LAW

#### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

### PROFESSIONAL COMMUNICATION

(also see English, B.A.)

#### Associate of Arts

#### Minor

Associate of Arts: 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

**Concentrations:** Biopsychology • Business Psychology • General

### Minor

Also see Mental Health Rehabilitation Technician/Community Certification (MHRT/C).

The Psychology concentrations help prepare graduates for a variety of careers or positions that commonly emphasize helping people in some manner. Students complete five core required psychology courses that provide depth within the major, while allowing personal interests identify the completion of 10 or more additional courses within the major. Emphasis provides students with a firm methodological grounding for the discipline while also providing students with courses and experiences that are most likely to prepare them for employment after receiving the BA degree or otherwise enter a graduate program of study.

### MISSION AND OUTCOMES

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 fundamental knowledge of the major concepts, theoretical perspectives, historical trends, and empirical findings of psychology and be able to apply them to behavioral problems or issues.
- 2) Students will develop skills in scientific reasoning and develop the ability to apply effective research methods through critical thinking and effective problem solving.
- 3) Students will nurture their ethical values and social responsibility involving both professional and personal settings while living in and preparing for a more diverse world.
- 4) Students will demonstrate competence in effective written and oral communication and demonstrate effective interpersonal communication skills.
- 5) Students will engage in professional development through effective self-reflection and by applying psychological knowledge and skills to achieve such development.

Degree study in Psychology leads to the Bachelor of Arts degree. Three concentrations in Psychology include a General Psychology Concentration (45 credits required), a Business Psychology Concentration, and a Biopsychology Concentration (each requiring between 65–67 credits). All majors com-

plete five foundational course that are required and select eight additional courses in psychology from a specified set, with others in the specialty area if chosen. Specific psychology courses may be selected for those wanting to fulfill the Psychology Graduate Track designation whereas those seeking employment for various mental health positions within the state of Maine without further graduate school are encouraged to select courses to complete the Mental Health Rehabilitation Technician Certification (MHRT/C).

Admission into the program is largely open but successful completion of the degree depends upon a cumulative GPA for major requirements of 2.25, a minimum cumulative GPA for graduation of 2.00, and total credit hours earned of 120 for the BA degree.

## SOCIAL STUDIES

### Minor

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

## SOCIAL WORK

### Bachelor of Social Work

### Minor

Human Services

The vision for the University of Maine Presque Isle Bachelor of Social Work Program is to prepare students for entry-level professional generalist practice in social work. To accomplish this, global consciousness will be emphasized as the means to understand and practice social work ethics, values, and skills. The program is committed to promoting the well-being, growth and empowerment of all individuals, families, groups, communities and organizational systems. Overall, the social work programs strives to 1) educate individuals to enter social work practice across all systems, 2) develop global critical thinking and self awareness, 3) provide educational opportunities to analyze formulate and research social policy, and 4) prepare individuals to effect positive change through practice in rural and global communities.

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).

### MISSION AND OUTCOMES

By developing in the following proficiency areas, social work graduates are able to effect positive social change by selecting

and utilizing appropriate social work practices within wide varieties of client systems.

- 1) Graduates can plan and work with client systems of all sizes using generalist social work methodology
- 2) Graduates can utilize global critical thinking and self-awareness
- 3) Graduates can analyze, formulate and research social policy
- 4) Graduates can effect change through practice in rural and global communities.

**REQUIREMENTS**

Application to the Bachelor of Social Work 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, all Bachelor of Social Work candidates must complete the University’s General Education Curriculum as well.

**Human Services Minor**

The Minor in Human Services is a 21 credit hour array of foundational courses (15 credits) and specific topics (6 credits). These are complementary to other majors such as behavioral and social science, business, criminal justice, exercise science, psychology for students who have an interest in working in the public sector. As part of the foundation students will complete one hundred hours (100) of supervised volunteer work. The range of specific topic courses include policy, gerontology, crisis intervention, sexual abuse, childhood grief and special topics.

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. See Mental Health Rehabilitation Technician/Community Certification earlier in this section.

**SOCIOLOGY**

**Minor**

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

**WABANAKI STUDIES**

**Minor**

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

**WOMEN'S STUDIES**

**Minor  
Certificate**

See the Academic Program Requirements and Course Descriptions sections for curriculum details.

**YourPace - COMPETENCY BASED  
DEGREE COMPLETION PROGRAM  
BACHELOR OF BUSINESS  
ADMINISTRATION**

**Bachelor of Arts**

**Concentrations:** Accounting • Management & Leadership • Project Management & Information Systems

The University has established an adult degree completion program to provide a flexible and affordable pathway for adult learners who have some college credit but have not yet earned a degree.

Instead of traditional coursework, participants will complete learning modules associated with a list of competencies that need to be completed to earn the degree. Participants will be able to apply past college credit, prior learning, and work experience toward their degree. After determining which competencies participants need to complete, an UMPI Academic Success Coach will create an individual learning plan. Students will pay a flat tuition rate of \$2,000 per semester for full-time or \$1,750 for part-time students and take advantage of as many competency learning modules per semester as they would like. All materials and resources needed are embedded in the digital platform so there are no additional textbook costs or fees. The program is Financial Aid eligible. Participants should be 24 or older, have the equivalent of a high school diploma, and some prior college credit and/or work experience.

Competencies within this program have been carefully mapped to the Business Administration, Bachelor of Arts program to ensure that every YourPace student meets the same program outcomes as students in the traditional classroom setting. Participants will have contact weekly with their faculty and Academic Success Coaches to guide them through the learning process. Upon graduation, they will receive a transcript that outlines the specific skills, knowledge, and abilities they have acquired by completing their competencies.

# *General Education*



# 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.

### 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.

Students who have completed the 'General Education Block' at another UMS institution at the time they transfer to UMPI will be considered to have met all the requirements of the UMPI General Education Curriculum. This also applies to students who have completed the 'General Education Transfer Block' at a Maine Community College System institution.

### First Year Seminar

FYS 100, the First Year Seminar course, is required of all students matriculating with fewer than 12 college credits, excluding AP, CLEP or dual enrollment credit, 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 pages 60-61**  
*Students should consult their academic advisor concerning possible changes in General Education Curriculum requirements.*

## Course Designators

AGR.....Agricultural Science & Agribusiness	ECE .....Early Childhood Education	HPR.....Health, Physical Education & Recreation	PSY .....Psychology
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
BIO.....Biology	ENG.....English	NUR .....Nursing	SCI .....Science
BUS .....Business	ENV.....Environmental Science & Sustainability	PCJ .....Professional Comm. & Journalism	SED.....Special Education
CHI .....Chinese	EXS.....Exercise Science	PHE.....Physical Education	SOC .....Sociology
CHY.....Chemistry	FRE.....French	PHI.....Philosophy	SPA.....Spanish
COM.....Communication	GEO .....Geography	PHY .....Physics	SWK.....Social Work
COS.....Computer Science	GEY.....Geology	POS.....Political Science	WAB .....Wabanaki
CRJ.....Criminal Justice	HON.....Honors		WST .....Women's Studies

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

**Fulfilling the GEC:** The University of Maine at Presque Isle’s General Education Curriculum (GEC), consists of 22 learning objectives organized under five General Education Learning Outcomes (GLO’s). To complete the GEC, select at least one course for each objective. Several courses meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

**GLO’s**

**Learning Objectives**

<p><b>I. EFFECTIVE WRITTEN &amp; ORAL COMMUNICATION</b></p> <p><i>General Education Learning Outcome:</i>            Students will demonstrate effective written and oral communication skills in a variety of contexts.</p>	<p>A. Students will be able to write with a clear purpose, point of view, and awareness of audience.            _____ A. Eng 100, 101</p>
	<p>B. Students will engage primary and secondary sources effectively and employ appropriate documentation systems.            _____ B. Eng 121</p>
	<p>C. Students will be able to speak extemporaneously and deliver effective oral presentations with clarity, accuracy and fluency.            _____ C. Bus/Com 210, Pcj 215, Pos 101</p>
	<p>D. Students will use written and oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on composing processes.            _____ D. Eng 100, 101</p>
<p><b>2. CRITICAL &amp; CREATIVE THINKING</b></p> <p><i>General Education Learning Outcome:</i>            Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.</p>	<p>A. Students will be able to recognize and analyze problems and arguments.            _____ A. Eco 100, Phi 151, 152, Psy 100</p>
	<p>B. Students will be able to identify general and/or disciplinary-specific modes of inquiry.            _____ B. Eco 100, Phi 151, 152, Psy 100, Soc 100</p>
	<p>C. Students will be able to identify evidence/findings, and evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs, especially those different from their own.            _____ C. Eng 121</p>
	<p>D. Students will be able to produce a tangible expression of creativity.            _____ D. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211</p>
	<p>E. Students will develop knowledge and understanding of the arts and literature, including the analysis and critique of individual works of art, theater, film, music, or literature.            _____ E. Art 107, 211, 212, Art/Eng 116, Eng 151</p>
<p><b>3. QUANTITATIVE &amp; SCIENTIFIC REASONING</b></p> <p><i>General Education Learning Outcome:</i>            Students will interpret, analyze and solve diverse problems incorporating quantitative elements.</p>	<p>A. From a given situation, students will be able to construct a mathematical model which incorporates the important quantitative aspects and makes accurate predictions.            _____ A. Mat 101, 117, 121, 131, 140, 166, 201 or higher, or Phy 153, 154</p>
	<p>B. Students will be able to perform college-level mathematical operations.            _____ B. Mat 101, 117, 121, 131, 140, 201 or higher, or Phy 153, 154</p>
	<p>C. Students will demonstrate the ability to be consumers of biological and other scientific information to better inform one’s daily life.            _____ C. Bio 103, 104, 105, 112, 262, 300, Hpr 101</p>

*continued*

**GLO's**

**Learning Objectives**

<p><i>continued</i></p> <p><b>3. QUANTITATIVE &amp; SCIENTIFIC REASONING</b>  <b>General Education Learning Outcome:</b>                  Students will interpret, analyze and solve diverse problems incorporating quantitative elements.</p>	<p>D. Students will be able to describe environmental or physical aspects of the Earth and its abiotic systems, and discuss humankind's effect on and place within these systems.                  _____ D. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154</p> <p>E. Students will perform scientific inquiry including aspects of the scientific method, such as observation, hypothesis, experiment, evaluation, and communication.                  _____ E. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154</p>
<p><b>4. INFORMATION LITERACY</b>  <b>General Education Learning Outcome:</b>                  Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively and ethically.</p>	<p>A. Students will capably access and manipulate information from a variety of venues including those essential to the college environment and beyond.                  _____ A. Fys 100</p> <p>B. Students will distinguish between scholarly, professional, and popular sources, effectively assess the quality of the information (e.g., is it current, reliable, legitimate, and pertinent?), and use sources of information according to academic ethical standards.                  _____ B. Eng 121</p> <p>C. Students will compare and contrast information in order to analyze, synthesize, and create new knowledge.                  _____ C. Phi 151, 152, Swk 202</p>
<p><b>5. GLOBAL CONSCIOUSNESS &amp; INTERCULTURAL AWARENESS</b>  <b>General Education Learning Outcome:</b>                  Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.</p>	<p>A. Students will demonstrate knowledge of the diverse worldviews, power structures, and experiences of multiple cultures in local, regional, and global contexts.                  _____ A. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101</p> <p>B. Students will be able to contextualize historical sources, identify historical progression, and develop an understanding of their own and other societies in a global and historical context.                  _____ B. Hty 115, 116, 161, 162, 184</p> <p>C. Students will demonstrate linguistic skills and cultural knowledge.                  _____ C. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105</p> <p>D. Students will demonstrate knowledge of essential components of moral reasoning and ethical behavior.                  _____ D. Phi 151, 152, Pos 211, Swk 202</p> <p>E. Students will be able to use their civic knowledge and understanding of social institutions to actively participate in civic life.                  _____ E. Pos 101, 211, 332</p>

# *Academic Programs*

# Agricultural Science & Agribusiness, B.S.

## College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### CORE COURSES – 53 CREDIT HOURS

Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 240 Animal Science	4
Bio 309 Plant Biology	4
Chy 111 General Chemistry I	4
Env 210 Soil Science	4
Env 220 Integrated Pest Management	3
Env 308 GIS I: Fundamentals of GIS	4
Bus 107 Introduction to Business and Economics	3
Agr 101 Introduction to Agricultural Sciences	3
Agr 250 Food and Agribusiness Management	3
Agr 260 Agricultural Technology, Operations and Safety	3
Agr 310 Plant and Crop Sciences	4
Agr 320 Precision Agriculture	3
Agr 350 Food and Agricultural Marketing	3

#### MATHEMATICS – 3 CREDIT HOURS MINIMUM

##### Select ONE course:

Mat 140 Mathematics for Business*	3
Mat 201 Probability and Statistics I*	3

\*Course also meets GEC 3a, b

#### CURRENT TOPICS – 3 CREDIT HOURS MINIMUM

##### Select ONE course:

Agr 290 Special Topics in Agricultural Sciences	3
Agr 295 Special Topics in Agribusiness	3

#### PROGRAM ELECTIVES – 3-4 CREDITS

##### Select ONE course:

Agr 330 Soil Fertility	4
Agr 360 Management Science of Farm & Agribusiness Enterprises	3

#### PRACTICAL LEARNING EXPERIENCE – 3-4 CREDITS

##### Select ONE course:

Env 408 GIS II: Applications and Advanced Spatial Analysis	4
Agr 495 Agriculture Internship	3
Agr 397 Independent Study	3
Agr 497 Independent Study	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120.

##### -OR- Complete on of the following Minors:

Accounting, Biology, Environmental Studies, Management, Project Management

**Total credits required for degree: 120**

**Minimum cumulative GPA required for graduation: 2.00**

**Cumulative GPA in major/concentration: 2.25**

# 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 Math/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:

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

	3
	3

### FINE ARTS REQUIREMENTS – 21 CREDIT HOURS

Art 120 Design Foundations I*	3
Art 121 Design Foundations II*	3
Art 103 Drawing I*	3
Art 203 Drawing II	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 for a total of

#### 3 credit hours:

Art 312 American Art History	3
Art 313 19th Century Art History	3
Art 314 Art of the Near and Far East	3
Art 315 Women in Art	3
Art 413 Renaissance Art History	3

### FINE ARTS EMPHASIS – 15 CREDIT HOURS

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

Art 104 Figure Drawing	3
Art 106 Sketchbook Process	3
Art 108 Introduction to Graphic Design	3
Art 221 Sculpture I	3
Art 231 Computer Art I	3
Art 235 Video Production	3
Art 246 Ceramics: Beginning Handbuilding	3
Art 247 Ceramics: Beginning Wheel Throwing	3
Art 251 Photography I	3
Art 255 Typography	3
Art 261 Painting I	3
Art 270 Relief Print & Intaglio	3
Art 285 Watercolor	3
Art 301 Mixed Media Process	3
Art 308 Graphic Design	3
Art 321 Sculpture II	3
Art 323 Drawing III	3
Art 346 Ceramics: Intermediate Handbuilding	3
Art 347 Ceramics: Intermediate Wheel Throwing	3
Art 351 Photography II	3
Art 355 Special Topics in Art	3
Art 361 Painting II	2
Art 400 Art Study Tour	3
Art 401 Mixed Media Process II	3
Art 410 Installation Art	3
Art 421 Sculpture III	3
Art 446 Ceramics: Advanced Handbuilding	3
Art 447 Ceramics: Advanced Wheel Throwing	3
Art 251 Photography II	3
Art 461 Painting III	3

#### Total Art Credits: 39

#### 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, B.F.A.

## College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### FINE ARTS REQUIREMENTS – 33 CREDIT HOURS

Art 103 Drawing I*	3
Art 120 Design Foundations I*	3
Art 121 Design Foundations II*	3
Art 203 Drawing II	3
Art 211 Art History I	3
Art 212 Art History II	3
Art 311 Modern Art History	3
Art 399 Junior Seminar	3
Art 491 Senior Research Project	3
Art 499A Senior Thesis Project I	3
Art 499B Senior Thesis Project II	3

\*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 315 Women in Art	3
Art 413 Renaissance Art History	3

#### FINE ARTS EMPHASIS – 21 CREDIT HOURS

**Develop a major emphasis area by selecting 21 credits from ONE of the following areas:**

- Ceramics/Sculpture: Art 221, Art 246, Art 247, Art 321, Art 346, Art 347, Art 410(r), Art 421(r), Art 446(r), Art 447(r)
  - Photography/Digital Media: Art 108, Art 231, Art 235, Art 251, Art 255, Art 301, Art 308, Art 351, Art 451(r)
  - Mixed Media: Art 106, Art 108, Art 203, Art 221, Art 235, Art 251, Art 261, Art 301, Art 321, Art 351, Art 361, Art 401(r), Art 410(r)
  - Drawing/Painting: Art 104, Art 106, Art 203, Art 261, Art 285, Art 323(r), Art 361, Art 461(r)
- (r) indicates a course may be repeated for up to 6 credits

#### FINE ARTS ELECTIVE AREA:

**Select 9 credits of Fine Arts courses from any of the above areas (no double counting credits) as well as from:**

- Art History/Film Electives: Art/Eng 116, Art 316, Art 400, Art/Eng 416
  - Art 270, Art 455(r)Special Topics in Art
- (r) indicates a course may be repeated for up to 6 credits

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120.

**Total credits required for degree: 120**

**Total Art Credits: 69**

**Minimum cumulative GPA for graduation: 2.50**

**Cumulative GPA in Art Courses: 2.80**

# Art, B.A.

## College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### FINE ARTS REQUIREMENTS – 27 CREDIT HOURS

Art 103 Drawing I*	3
Art 120 Design Foundations I*	3
Art 121 Design Foundations II*	3
Art 203 Drawing II	3
Art 211 Art History I	3
Art 212 Art History II	3
Art 311 Modern Art History	3
Art 399 Junior Seminar	3
Art 499C Senior Project III	3

\*Course also meets GEC requirement

#### SELECT ONE OF THE FOLLOWING ART HISTORY COURSES FOR A TOTAL OF 3 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 315 Women in Art	3
Art 413 Renaissance Art History	3

#### FINE ARTS EMPHASIS – 18 CREDIT HOURS

*Develop a major emphasis area by selecting 18 credits from ONE of the following areas:*

- Ceramics/Sculpture: Art 221, Art 246, Art 247, Art 321, Art 346, Art 347, Art 410(r), Art 421(r), Art 446(r), Art 447(r)
- Photography/Digital Media: Art 108, Art 231, Art 235, Art 251, Art 255, Art 301, Art 308, Art 351, Art 451(r)
- Mixed Media: Art 106, Art 108, Art 203, Art 221, Art 321, Art 235, Art 251, Art 261, Art 301, Art 321, Art 351, Art 361, Art 401(r), Art 410(r)
- Drawing/Painting: Art 104, Art 106, Art 203, Art 261, Art 285, Art 323(r), Art 361, Art 461(r)

(r) indicates a course may be repeated for up to 6 credits

#### COMPLETE A MINOR FOR 18-24 CREDIT HOURS:

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#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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**Total credits required for degree: 120**

**Total Art Credits: 48**

**Minimum cumulative GPA for graduation: 2.50**

**Cumulative GPA in Art Courses: 2.80**



# Bachelor of Applied Science, B.A.S.

## University-wide Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

An Associate's Degree in Applied Science from a regionally accredited institution:

Name of Associate of Applied Science Degree:

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Name of Institution granting the Associate of Applied Science Degree:

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Minimum of 40 credits in a technical field listed below:

Subject No.	Title	Credit Hours
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**Total Technical Credits:**

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#### ADDITIONAL B.A.S. PROGRAM COMPLETION NOTES:

The General Education Curriculum (GEC) requirements must also be met to earn this degree. (See the catalogue or your advisor for the details).

30 credit hours must be taken at UMPI. Of these, a minimum of 12 credits must be in the minor and 18 credits must be upper level. These 18 upper level credits taken at UMPI may be taken as part of the GEC, the minor, or as elective credit.

**Total credit hours required for the degree: 120**

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Completion of an UMPI Minor (18-27 CREDITS), listed below.

(See pages 118-121 of catalog for available minors):

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3

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3

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3

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3

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3

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3

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3

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3

**Total Minor Credits:**

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**ELECTIVES (MAY INCLUDE ADDITIONAL TECHNICAL CREDITS):**

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# Biology, B.A.

## ECOLOGY, EVOLUTION & BIODIVERSITY CONCENTRATION -

## College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### BIOLOGY & ENVIRONMENTAL SCIENCE REQUIREMENTS - 33-37 CREDIT HOURS

Bio 112 General Biology I *	4
Bio 113 General Biology II *	4
Bio 200 Research Methods in Biology	3
Bio 261 Human Anatomy & Physiology I* <i>AND</i>	
Bio 262 Human Anatomy & Physiology II	8
<i>OR</i> Bio 306 Comparative Biology	4
Bio 315 Evolution	3
Bio 350 Genetics	4
Bio 410 Advanced Topics in Ecology	3
Ecy 355 General Ecology	4
Env 308 GIS I: Fundamentals of GIS	4

#### BIODIVERSITY - Complete TWO of the following for 8 credit hours:

Bio 309 Plant Biology	4
Bio 310 Ornithology	4
Bio 316 General Microbiology	4
Bio 360 Vertebrate Biology	4
Bio 445 Invertebrate Biology	4
Gey 322 Paleontology	4

#### ENVIRONMENTAL INFLUENCES - Complete ONE of the following for 3-4 credit hours:

Env 200 Principles of Sustainable Agriculture	3
Env 210 Soil Science	4
Env 301 Climate Change	3
Env 302 Biodiversity & Climate Change	3
Gey 114 Historical Geology - History of Life	3

#### Complete ONE of the following for 3-4 credit hours:

Bio 303 Cell Biology	3
Bio 316 General Microbiology	4
Bio 327 Biochemistry	4

#### BIOLOGY ELECTIVE - Complete TWO of the following for 6-8 credit hours:

Bio XXX - any Bio course higher than Bio 113 (General Biology II)	3/4
Psy 360 Animal Behavior	3

#### REQUIRED MATH COURSES - 7 CREDIT HOURS

Mat 131 Calculus I	4
Mat 201 Probability & Statistics*	3

continued on page 69

# Biology, B.A.

## ECOLOGY, EVOLUTION & BIODIVERSITY CONCENTRATION -

College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

continued from page 68

#### REQUIRED CHEMISTRY COURSES - 16 CREDIT HOURS

Chy 111 General Chemistry I*	4
Chy 122 General Chemistry II*	4
Chy 221 Organic Chemistry I*	4
Chy 222 Organic Chemistry II	4

#### CAPSTONE - Complete ONE of the following for 3-4 credits:

Bio 400 Biology Senior Project	3
Bio 495 Biology Internship	3
Bio 499 Biology Senior Thesis	3
Env 408 GIS II: Applications & Advanced Spatial Analysis	3

\*Course also meets GEC requirement

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.00

Cumulative GPA for major requirements: 2.25

# Biology, B.A.

## PRE-MEDICAL CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### BIOLOGY REQUIREMENTS - 35 CREDIT HOURS

Bio 112 General Biology I *	4
Bio 113 General Biology II *	4
Bio 200 Research Methods in Biology	3
Bio 261 Human Anatomy & Physiology I*	4
Bio 262 Human Anatomy & Physiology II*	4
Bio 316 General Microbiology	4
Bio 327 Biochemistry	4
Bio 350 Genetics	4
Ecy 355 General Ecology	4

#### Complete ONE of the following for 3-4 credit hours:

Bio 300 Human Nutrition*	3
Bio 303 Cell Biology	3
Bio 306 Comparative Physiology	4
Bio 336 Neurobiology	4
Bio 360 Vertebrate Biology	4

#### Complete TWO other Bio courses at 200-level or higher for 6-8 credits:

Bio XXX	3/4
Bio XXX	3/4

#### REQUIRED MATH COURSES - 7 CREDIT HOURS

Mat 131 Calculus I*	4
Mat 201 Probability & Statistics*	3

#### REQUIRED CHEMISTRY COURSES - 16 CREDIT HOURS

Chy 111 General Chemistry I*	4
Chy 122 General Chemistry II*	4
Chy 221 Organic Chemistry I	4
Chy 222 Organic Chemistry II	4

#### REQUIRED PHYSICS COURSES - 8 CREDIT HOURS

Phy 153 General Physics I*	4
Phy 154 General Physics II*	4

#### CAPSTONE - Complete ONE of the following for 3 credit hours:

Bio 400 Biology Senior Project	3
Bio 495 Biology Internship	3
Bio 499 Biology Senior Thesis	3

\*Course also meets GEC requirement

Students planning to take the MCAT for medical school should enroll in Soc 100 Introduction to Sociology, Psy 100 Introduction to Psychology, and Psy/Soc 200 Social Psychology (Psy 100 and Soc 100 fulfill GEC requirement).

#### 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

# Biology, B.A.

## PSYCHOLOGICAL BIOLOGY CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 222, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### BIOLOGY REQUIREMENTS - 35 CREDIT HOURS

Bio 112 General Biology I *	4
Bio 113 General Biology II *	4
Bio 200 Research Methods in Biology	3
Bio 261 Human Anatomy & Physiology I*	4
Bio 262 Human Anatomy & Physiology II*	4
Bio 316 General Microbiology	4
Bio 327 Biochemistry	4
Bio 350 Genetics	4
Ecy 355 General Ecology	4

#### Complete FIVE of the following for 15-17 credit hours:

Bio 306 Comparative Biology	4
Bio 336 Neurobiology	4
Psy 235 Abnormal Psychology	3
Psy 304 Psychology of Learning	3
Psy 341 Drugs & Behavior	3
Psy 360 Animal Behavior	3
Psy 446 Psychobiology	3
Psy 448 Cognitive Psychology	3

#### REQUIRED MATH COURSES - 7 CREDIT HOURS

Mat 131 Calculus I*	4
Mat 201 Probability & Statistics*	3

#### REQUIRED CHEMISTRY COURSES - 16 CREDIT HOURS

Chy 111 General Chemistry I*	4
Chy 122 General Chemistry II*	4
Chy 221 Organic Chemistry I*	4
Chy 222 Organic Chemistry II	4

#### CAPSTONE - Complete ONE of the following for 3 credit hours:

Bio 400 Biology Senior Project	3
Bio 495 Biology Internship	3
Bio 499 Biology Senior Thesis	3

\*Course also meets GEC requirement

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 2.00**

**Cumulative GPA for major requirements: 2.25**

# Biology, B.A.

## SELF-DESIGNED CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### BIOLOGY REQUIREMENTS - 35 CREDIT HOURS

Bio 112 General Biology I *	4
Bio 113 General Biology II *	4
Bio 200 Research Methods in Biology	3
Bio 261 Human Anatomy & Physiology I* <i>AND</i>	
Bio 262 Human Anatomy & Physiology II	8
<i>OR</i> Bio 306 Comparative Biology	4
Bio 316 General Microbiology	4
Bio 327 Biochemistry	4
Bio 350 Genetics	4
Ecy 355 General Ecology	4

#### REQUIRED MATH COURSES - 7 CREDIT HOURS

Mat 131 Calculus I*	4
Mat 201 Probability & Statistics*	3

#### REQUIRED CHEMISTRY COURSES - 16 CREDIT HOURS

Chy 111 General Chemistry I*	4
Chy 122 General Chemistry II*	4
Chy 221 Organic Chemistry I*	4
Chy 222 Organic Chemistry II	4

#### CAPSTONE - Complete ONE of the following for 3 credit hours:

Bio 400 Biology Senior Project	3
Bio 495 Biology Internship	3
Bio 499 Biology Senior Thesis	3

\*Course also meets GEC requirement

#### SELF-DESIGNED CONCENTRATION

Choose 20 credit hours of 200-level or higher science courses to submit, **at least three semesters prior to anticipated graduation**, as part of the self-designed plan to be approved by the biology program committee.

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.00

Cumulative GPA for major requirements: 2.25

# *Business Administration, B.A.*

## ACCOUNTING CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### BUSINESS ADMINISTRATION MAJOR – 36-37 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 440 Business Analytics	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.

#### ACCOUNTING CONCENTRATION – 24 CREDIT HOURS

Bus 350 Business Law I	3
Bus 352 Business Law II	3
Bus 361 Intermediate Accounting I	3
Bus 362 Intermediate Accounting II	3
Bus 376 Independent Auditing	3
Bus 377 Federal Taxation I	3
Bus 378 Federal Taxation II	3
Bus 464 Advanced Accounting	3

#### Electives as needed/desired

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**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 & LEADERSHIP CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### BUSINESS ADMINISTRATION MAJOR – 36-37 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 440 Business Analytics	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 & LEADERSHIP CONCENTRATION – 24 CREDIT HOURS

Bus 240 Change Management	3
Bus 260 Leadership	3
Bus 321 Human Resource Management	3
Bus 330 Marketing Management	3
Bus 335 Organizational Behavior	3
Bus 415 Operations Management	3
Bus 489 Business Policy and Strategy	3
Bus Elective (300 level or higher)	3

#### Electives as needed/desired

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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.

## PROJECT MANAGEMENT & INFORMATION SYSTEMS CONCENTRATION College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### BUSINESS ADMINISTRATION MAJOR – 36-37 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 440 Business Analytics	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.

#### PROJECT MANAGEMENT & INFORMATION SYSTEMS CONCENTRATION – 24 CREDIT HOURS

Bus 141 Introduction to Project Management w/Microsoft Projects	3
Bus 240 Change Management	3
Bus 343 Project Risk & Cost Management	3
Bus 345 Database Management Systems	3
Bus 400 Project Management Applications	3
Bus 415 Operations Management	3

#### Choose TWO of the following:

Bus 245 Programming for Managers	3
Bus 359 IT Project Management	3
Bus 401 Advanced Project Management Applications II	3

#### Electives as needed/desired

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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.*

## RECREATION CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### **BUSINESS ADMINISTRATION MAJOR – 36-37 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 440 Business Analytics	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.	

#### **RECREATION CONCENTRATION – 24 CREDIT HOURS**

Rec 122 Leadership Training in Recreation	3
Rec 232 Program Development & Training	3
Rec 234 Outdoor Pursuits I	3
Rec 235 Outdoor Pursuits II	3
Rec 360 Ropes Course Management	3
Rec 364 Introduction to Rock Climbing	3

#### **Choose 6-7 additional credits from the following:**

Ath/Phe 340 Acute Care of Athletic Injuries	3
Bus 330 Marketing Management	3
Env 308 GIS I Fundamentals of GIS	4
Phe 384 Fundamentals of Coaching	3
Psy 205 Lifespan Development	3
Rec course: 2xx, 3xx or 4xx (not in 18 credits above)	3
Rec course: 2xx, 3xx or 4xx (not in 18 credits above)	3

#### **Electives as needed/desired**

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**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 – 10-11 CREDIT HOURS**

Eng 100 Introduction to College Reading and Writing (with a grade of C- or higher) <i>QR</i>	
Eng 101 College Composition	4/3
Eng 121 College Composition II	3
Fys 100 First Year Seminar	1
Psy 100 General Psychology <i>QR</i>	3
Soc 100 Introduction to Sociology	3

### **CRIMINAL JUSTICE MAJOR REQUIREMENTS – 21 CREDIT HOURS**

Crij 100 Introduction to Criminal Justice	3
Crij 130 Philosophy and Ethics of Social Control	3
Crij 225 Criminal Justice Ethics	3
Crij 230 Research Methods in Criminal Justice	3
Crij 250 Criminal Law	3
Psy/Soc 200 Social Psychology	3
Soc 230 Criminology	3

### **CRIMINAL JUSTICE ELECTIVES - SELECT 15 CREDIT HOURS FROM THE FOLLOWING:**

Crij 111 Law Enforcement Physical Training	1
Crij 201 Canadian Criminal Justice	3
Crij 215 Drug Policy	3
Crij 281 Topics in Criminal Justice	3
Crij 332 Juvenile Justice and Delinquency	3
Crij 350 Criminal Procedure	3
Crij/Soc 358 Domestic Violence	3
Crij/Soc 372 Police and Policing	3
Crij/Soc 376 Punishment and Correction	3
Crij/Soc 377 Restorative Justice and Community-Based Corrections	3
Crij/Soc 378 Women and Crime	3
Crij/Soc 496 Field Experience	3-12
Pos 332 Constitutional Law	3
Psy 341 Drugs and Behavior	3
Soc 335 Social Deviance	3
Swk 381 Crisis Intervention	3

### **SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 61**

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**Total credits required for degree: 61**

**Minimum cumulative GPA for graduation: 2.25**

**Cumulative GPA for major requirements (36 credit hours): 2.25**

# Criminal Justice, B.A.

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### CRIMINAL JUSTICE MAJOR REQUIREMENTS – 39 CREDIT HOURS

Crij 100 Introduction to Criminal Justice	3
Crij 130 Philosophy and Ethics of Social Control	3
Crij 225 Criminal Justice Ethics	3
Crij 230 Reserch Methods in Criminal Justice	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
Crij 499 Criminal Justice Portfolio	0
Pcj 215 Business Communication	3
Psy/Soc 200 Social Psychology	3
Soc 230 Criminology	3
Soc 430 Theoretical Criminology	3

#### CRIMINAL JUSTICE ELECTIVES - SELECT 12 CREDIT HOURS

##### FROM THE FOLLOWING:

Crij 111 Law Enforcement Physical Training	1
Crij 201 Canadian Criminal Justice	3
Crij 215 Drug Policy	3
Crij 281 Topics in Criminal Justice	3
Crij 350 Criminal Procedure	3
Crij/Soc 358 Domestic Violence	3
Crij/Soc 377 Restorative Justice and Community-Based Corrections	3
Crij/Soc 378 Women and Crime	3
Crij/Soc 496 Field Experience	3-12
Pos 332 Constitutional Law	3
Psy 341 Drugs and Behavior	3
Soc 335 Social Deviance	3
Swk 381 Crisis Intervention	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**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.*

## ART CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Mat 166 Concept-based Mathematics for Elementary Classroom Teachers	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 50 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	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 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Education	2
Edu 495 Student Teaching	12

#### ART CONCENTRATION – 27 CREDIT HOURS

Art 120 Design Foundations I	3
Art 103 Drawing I	3
Art 121 Design Foundations II	3
Art 211 Art History I	3
Art 212 Art History II	3
Art 246 Ceramics: Beginning Handbuilding	3
<b>SELECT:</b>	
Art 261 Painting I or Art 285 Watercolor	3
Art 311 Modern Art History	3
Art Elective	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 3.00**

**Cumulative GPA in major and concentration: 3.00**

**Cumulative GPA professional education sequence: 3.00**

**Minimum cumulative GPA for student teaching: 3.00**

**Student must hold current First Aid/CPR Certification**

# Elementary Education, B.S.

## EARLY CHILDHOOD EDUCATION CONCENTRATION -

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Mat 166 Concept-based Mathematics for Elementary Classroom Teachers	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 50 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	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 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Education	2
Edu 495 Student Teaching	12

#### EARLY CHILDHOOD EDUCATION – 27 CREDIT HOURS

Ece 220/Chf 450 Education of Young Children with Special Needs (NMCC/UMaine)	3
Edu 341 Infant Toddler Development	3
Edu 354 Early Childhood Literacy	3
Edu 360 Science for the Young Child	3
Edu 367 Numeracy for the Young Child	3
Psy 205 Lifespan Development	3

#### EARLY CHILDHOOD EDUCATION ELECTIVES - SELECT 9 CREDIT HOURS FROM THE FOLLOWING:

Ece 101 Healthy Learning Environments (NMCC)	3
Ece 105 Advancing Intellectual & Social Development in the Young Child (NMCC)	3
Edu/Sed 222 Guiding Positive Behavior	3
Edu/Swk 250 Child Welfare - Applications for Education & Social Work	3
Edu 311 Assessments of the Young Child	3
Edu 372 Social Studies for the Young Child	3
Edu 378 Creativity in the Classroom: Arts-Integrated Curriculum	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 3.00**

**Cumulative GPA in major and concentration: 3.00**

**Cumulative GPA professional education sequence: 3.00**

**Minimum cumulative GPA for student teaching: 3.00**

**Student must hold current First Aid/CPR Certification**

# Elementary Education, B.S.

## ENGLISH CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Mat 166 Concept-based Mathematics for Elementary Classroom Teachers	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 50 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	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 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Education	2
Edu 495 Student Teaching	12

#### ENGLISH – 27 CREDIT HOURS

Eng 211 Introduction to Creative Writing	3
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	3
Eng 241 Enlightenment and the Rise of Anglo-American Literatures and Cultures	3
Eng 242 Modern and Contemporary Anglo-American Literatures and Cultures	3

Complete an additional 12 credit hours

from 300 and 400 upper level English electives:

_____	3
_____	3
_____	3
_____	3

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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_____

Total credits required for degree: 120

Minimum cumulative GPA for graduation: 3.00

Cumulative GPA in major and concentration: 3.00

Cumulative GPA professional education sequence: 3.00

Minimum cumulative GPA for student teaching: 3.00

Student must hold current First Aid/CPR Certification

# *Elementary Education, B.S.*

## MATHEMATICS CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### **GEC REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS**

Hty 116 World Civilization II	3
Mat 166 Concept-based Mathematics for Elementary Classroom Teachers	3
Soc 100 Introduction to Sociology	3

#### **PROFESSIONAL EDUCATION – 50 CREDIT HOURS**

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	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 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Education	2
Edu 495 Student Teaching	12

#### **MATHEMATICS– 27 CREDIT HOURS**

Mat 121 Pre-calculus	4
Mat 131 Calculus I	4
Mat 201 Probability & Statistics I	3
Mat 251 Foundations of Mathematics	3
Mat 312 Geometric Structures	4

#### **Choose an additional 9 credits from:**

Cos 105, Mat 132 or Mat above that level	3
_____	3
_____	3

#### **SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120**

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 3.00**

**Cumulative GPA in major and concentration: 3.00**

**Cumulative GPA professional education sequence: 3.00**

**Minimum cumulative GPA for student teaching: 3.00**

**Student must hold current First Aid/CPR Certification**



# *Elementary Education, B.S.*

## SCIENCE CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Mat 166 Concept-based Mathematics for Elementary Classroom Teachers	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 50 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	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 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Education	2
Edu 495 Student Teaching	12

#### SCIENCE CONCENTRATION – 27 CREDIT HOURS

Bio 112 General Biology I	4
Chy 111 General Chemistry	4
Env 125 Energy OR	
Env 130 Renewable Energy Resources	3
Gey 112 Fundamentals of Geology	4

#### Choose an additional 12 credit hours from:

Biology (Bio), Chemistry (Chy), Ecology (Ecy), Environmental Science (Env), Geology (Gey), Physics (Phy), or Science (Sci). Of these, 7 credit hours must be at the 200-level or above (Sci 100 will not meet this requirement):

12

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#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 3.00**

**Cumulative GPA in major and concentration: 3.00**

**Cumulative GPA professional education sequence: 3.00**

**Minimum cumulative GPA for student teaching: 3.00**

**Student must hold current First Aid/CPR Certification**

# Elementary Education, B.S.

## SOCIAL STUDIES CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Mat 166 Concept-based Mathematics for Elementary Classroom Teachers	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 50 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	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 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Education	2
Edu 495 Student Teaching	12

#### SOCIAL STUDIES – 27 CREDIT HOURS

Hty 161 U.S. History I	3
Hty 162 U.S. History II	3
Upper Level American History	3
Upper Level European History	3
Upper Level Non-Western History	3

#### Choose an additional 12 credit hours from:

Anthropology (Ant), Economics (Eco), Geography (Geo), or Political Science (Pos).	
_____	3
_____	3
_____	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 3.00**

**Cumulative GPA in major and concentration: 3.00**

**Cumulative GPA professional education sequence: 3.00**

**Minimum cumulative GPA for student teaching: 3.00**

**Student must hold current First Aid/CPR Certification**

# Elementary Education, B.S.

## SPECIAL EDUCATION CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Mat 166 Concept-based Mathematics for Elementary Classroom Teachers	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 50 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	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 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Education	2
Edu 495 Student Teaching	12

#### SPECIAL EDUCATION – 27 CREDIT HOURS

Sed 212 Special Education Law	3
Sed/Edu 222 Guiding Positive Behavior	3
Sed/Edu 232 Language Development in Exceptional Learners	3
Sed 312 Assessment in Special Education	3
Sed/Edu 322 Instructional Strategies in Special Education	3
Sed/Edu 332 Program Planning & Curricular Adaptation for Exceptional Learners	3
Sed/Edu 352 Collaboration and Consultation in General and Special Education	3

#### Select TWO from the following:

Asl 101; Exs 340; Cri 332; Edu 341, 354, 360, 367, 372, 375, 378; Edu/Eng 393; Edu/Swk 350, Psy 235, 304, 355; Soc 303; Swk 202, 285, 381	3
	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 3.00

Cumulative GPA in major and concentration: 3.00

Cumulative GPA professional education sequence: 3.00

Minimum cumulative GPA for student teaching: 3.00

Student must hold current First Aid/CPR Certification

# English, B.A.

## College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

**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 & Journalism	3
* Course also meets GEC requirement	

#### Select TWO of the following literature survey courses:

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

#### GENERAL CONCENTRATION

**Select 24 credit hours of upper level (300-400 level) English or Professional Communication & Journalism courses:**

_____	3
_____	3
_____	3
_____	3
_____	3
_____	3
_____	3
_____	3

#### 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 (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### 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 & Journalism	3
* Course also meets GEC requirement	

#### Select TWO of the following literature survey courses:

Eng 240 Medieval and Early Modern Literatures and Cultures	3
Eng 241 Enlightenment and Rise of Anglo-American Literatures and Cultures	3
Eng 242 Modern and Contemporary Anglo-American Literatures and 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 – 25 CREDIT HOURS

##### Complete the following:

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 108 Introduction to Graphic Design	3
Art 231 Computer Art I	3
Art 235 Video Production	3

##### Select at least THREE of the following:

Art/Eng 116 Introduction to Film	3
Bus 240 Change Management	3
Bus 260 Leadership	3
Eng 314 Screenwriting Workshop	3
Pcj 214 Magazine and Feature Writing	3
Pcj 316 Advanced Professional Communication	3
Pcj 318 Evolving Media	3
Pcj 319 Marketing Communication	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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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.

## WRITING CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101. .... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### 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 & Journalism	3
* Course also meets GEC requirement	

#### Select TWO of the following literature survey courses:

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

#### WRITING CONCENTRATION

##### Select 24 credit hours from the following:

Eng 311 Poetry Workshop**	3
Eng 312 Fiction Writing Workshop **	3
Eng 313 Creative Nonfiction Workshop**	3
Eng 314 Screenwriting Workshop**	3
Pcj 315 Professional Communication	3
Pcj 316 Advanced Professional Communication	3
** Course may be taken twice for credit	

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.00

Cumulative GPA in the major and concentration: 2.25

# Environmental Science & Sustainability, B.S.

## SUSTAINABLE AGRICULTURE CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### 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

#### ENVIRONMENTAL SCIENCE – 8 CREDIT HOURS MINIMUM

Bio 112 General Biology I	4
Chy 111 General Chemistry I	4
Gey 112 Fundamentals of Geology	4
Gey 213 Environmental Geology	3
Bio 316 Microbiology	4
Ecy 355 General Ecology	4

#### SUSTAINABLE AGRICULTURE – 17 CREDIT HOURS MINIMUM

Env 200 Principles of Sustainable Agriculture	3
Env 210 Soil Science	4
Env 220 Integrated Pest Management	3
Agr 310 Plant and Crop Science	4
Bio 240 Animal Science	4
Env 250 Topics in Agriculture*	3-4

\*Requirement is topic specific as approved by Advisor

#### ENERGY AND CLIMATE CHANGE – 9 CREDIT HOURS MINIMUM

Select **ONE** course from Group A and **ONE** course from Group B, plus **ONE** additional course from Group A **OR** Group B:

##### Group A:

Env 125 Introduction to Energy	3
Env 130 Renewable Energy Resources	3
Env 201 Fossil Fuels	3

##### Group B:

Env 301 Climate Change	3
Env 302 Biodiversity and Climate Change	3
Pos 310 Energy Law & Policy	3

#### BUSINESS MANAGEMENT – 9 CREDIT HOURS

Select **THREE** of the following courses for a total of 9 credit hours:

Bus 150 Introduction to Financial Accounting	3
Bus 200 Intermediate Business Computing	3
Bus 330 Marketing Management	3
Bus 431 Entrepreneurship	3
Eco 207 Macro & Micro Economics	3
Env 250 Topics in Agriculture*	3-4

\*Requirement is topic specific as approved by Advisor

continued on page 90

# Environmental Science & Sustainability, B.S.

## SUSTAINABLE AGRICULTURE CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101. .... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

continued from page 89

#### PRACTICAL LEARNING EXPERIENCE – 3 CREDIT HOURS MINIMUM

Select at least ONE of the following (as approved by student's advisor):

Env 408 Applications & Advanced Spatial Analysis (GIS II)	4
Env 397 or 497 Independent Study	3
Env 495 Internship (approved by advisor)	4
Sci 480 Research Methods in Science	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.00

Cumulative GPA in the major and concentration: 2.25



# Environmental Science & Sustainability, B.S.

## NATURAL RESOURCES & ENVIRONMENTAL SCIENCE CONCENTRATION -

### College of Arts & Sciences

#### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### 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

#### NATURAL RESOURCES & ENVIRONMENTAL SCIENCES– 26 CREDIT HOURS MINIMUM

Select a minimum of 26 credit hours from the following courses:

Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 171 Principles of Wildlife Management	3
Bio 309 Plant Biology	4
Bio 310 Ornithology	4
Bio 316 General Microbiology	4
Bio 360 Vertebrate Biology	4
Bio 410 Advanced Topics in Ecology	4
Bio 445 Invertebrate Zoology	4
Chy 111 General Chemistry I	4
Chy 112 Intermediate Chemistry OR	
Chy 122 General Chemistry II	4
Ecy 355 General Ecology	4
Env 210 Soil Science	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 Historical Geology: Earth History & Plate Tectonics	3
Gey 212 Marine Geology	3
Gey 322 Paleontology	4
Gey 353 Surficial Geology	4
Gey 354 Bedrock Geology	4

#### ENERGY AND CLIMATE CHANGE – 12 CREDIT HOURS

Select FOUR of the following courses for a total of 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

continued on page 92

# Environmental Science & Sustainability, B.S.

NATURAL RESOURCES & ENVIRONMENTAL SCIENCE CONCENTRATION -

College of Arts & Sciences

## General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

continued from page 91

### SOCIETY AND THE ENVIRONMENT– 12 CREDIT HOURS

Select **FOUR** of the following courses for a total of 12 credit hours:

Ant 100 Introduction to Anthropology	3
Ant 200 Archaeology	3
Eco 207 Macro & Micro Economics	3
Hty 350 U.S. Environmental History	3
Pos 310 Energy Law & Policy	3
Pos 320 Energy Project Development	3

### PRACTICAL LEARNING EXPERIENCE – 3 CREDIT HOURS MINIMUM

Select at least **ONE** of the following (as approved by student's advisor):

Ant 377 Archaeology Field School	3-6
Env 408 GIS II: Applications & Advanced Spatial Analysis (GIS II)	4
Env 397 or 497 Independent Study	3
Env 495 Internship (approved by advisor)	4
Sci 480 Research Methods in Science	3

\*Course also meets GEC requirement

### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.00

Cumulative GPA in the major and concentration: 2.25

# Exercise Science, B.S.

## HEALTH & FITNESS CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pqj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### SCIENCE REQUIREMENTS FOR GENERAL EDUCATION – 8 CREDIT HOURS

Bio 112 General Biology I	4
Bio 261 Human Anatomy and Physiology I	4

#### Program requirement:

Bio 262 Human Anatomy and Physiology II	4
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#### EXERCISE SCIENCE REQUIREMENTS – 39 CREDIT HOURS

Exs 101 Introduction to Exercise Science	3
Exs 225 Strength Training Techniques and Conditioning	3
Exs 246 Introduction to Assessment	4
Exs 274 Structural Kinesiology	3
Exs 340 Prevention and Emergent Care in Sports	3
Exs 343 Corrective Exercise	4
Exs 381 Biomechanics	3
Exs 382 Physiology of Exercise	3
Exs 388 Practicum Exercise Science	3
Exs 405 Exercise Science Capstone	1
Exs 425 Science of Strength and Conditioning	3
Exs 487 Organization and Administration in Health Care	3
Phe 265 Motor Learning	3

#### HEALTH AND FITNESS – 25 CREDIT HOURS

Bio 300 Human Nutrition	3
Exs 210 Group Exercise	3
Exs 375 Physiological Assessment	3
Exs 496 Field Work Experience	9
Phe 102 Developmental and Gymnastics Activities	2
Phe 166 Aquatic Activities OR	
Phe 174 Water Safety Instructor	2
Psy 310 Sports Psychology	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.67

Cumulative GPA for major requirements: 2.67

# Exercise Science, B.S.

## PRE-HEALTH CARE CONCENTRATION - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### SCIENCE REQUIREMENTS FOR GENERAL EDUCATION – 8 CREDIT HOURS

Bio 112 General Biology I	4
Bio 261 Human Anatomy and Physiology I	4

#### Program requirement:

Bio 262 Human Anatomy and Physiology II	4
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#### EXERCISE SCIENCE REQUIREMENTS – 39 CREDIT HOURS

Exs 101 Introduction to Exercise Science	3
Exs 225 Strength Training Techniques and Conditioning	3
Exs 246 Introduction to Assessment	4
Exs 274 Structural Kinesiology	3
Exs 340 Prevention and Emergent Care in Sports	3
Exs 343 Corrective Exercise	4
Exs 381 Biomechanics	3
Exs 382 Physiology of Exercise	3
Exs 388 Practicum Exercise Science	3
Exs 405 Exercise Science Capstone	1
Exs 425 Science of Strength and Conditioning	3
Exs 487 Organization and Administration in Health Care	3
Phe 265 Motor Learning	3

#### PRE-HEALTH CARE CONCENTRATION – 21 CREDIT HOURS

Bio 402 Pathophysiology	3
Chy 111 General Chemistry	4
Exs 342 Advanced Assessment	4
Exs 496 Field Work Experience	3
Phy 153 Physics I	4
Psy 311 Research Methods	3

#### SUGGESTED ELECTIVES – CHOOSE 12 CREDITS

See advisor for AT, PT, OT graduate school preparations

Bio 113 General Biology II	4
Bio 300 Human Nutrition	3
Bio 336 Neurobiology	4
Chy 122 General Chemistry	4
Mat 201 Probability and Statistics I	3
Phy 154 Physics II	4
Psy 205 Lifespan Development	3
Psy 235 Abnormal Psychology	3
Psy 310 Sports Psychology	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.67

Cumulative GPA for major requirements: 2.67

# *Exercise Science, B.S.*

## SELF-DESIGNED - College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pqj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### SCIENCE REQUIREMENTS FOR GENERAL EDUCATION – 8 CREDIT HOURS

Bio 112 General Biology I	4
Bio 261 Human Anatomy and Physiology I	4

#### Program requirement:

Bio 262 Human Anatomy and Physiology II	4
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#### PHYSICAL EDUCATION REQUIREMENTS – 15 CREDIT HOURS

Exs 101 Introduction to Exercise Science	3
Exs 225 Strength Training Techniques and Conditioning	3
Exs 246 Introduction to Assessment	4
Exs 274 Structural Kinesiology	3
Exs 340 Prevention and Emergent Care in Sports	3
Exs 343 Corrective Exercise	4
Exs 381 Biomechanics	3
Exs 382 Physiology of Exercise	3
Exs 388 Practicum Exercise Science	3
Exs 405 Exercise Science Capstone	1
Exs 425 Science of Strength and Conditioning	3
Exs 487 Organization and Administration in Health Care	3
Phe 265 Motor Learning	3

#### SELF-DESIGNED – (see your advisor 4 semesters before graduation) plan to be approved by faculty in department

Exs 496 Field Work Experience	9
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#### ELECTIVE OPTIONS

Bio 300 Human Nutrition	3
Psy 310 Sports Psychology	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 2.67**

**Cumulative GPA for major requirements: 2.67**

# History & Political Science, B.A.

HISTORY CONCENTRATION - College of Arts & Sciences

## General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

### HISTORY CONCENTRATION – 48 CREDIT HOURS

Hty 115 World Civilization I	3
Hty 116 World Civilization II	3
Hty 161 U.S. History I	3
Hty 162 U.S. History II	3
UL History Elective (United States)	3
UL History Elective (non-Western)	3
UL History Elective (pre-Modern)	3

### Select 15 credit hours of upper level History electives:

_____	3
_____	3
_____	3

### Select 6 credit hours of Political Science courses:\*

_____	3
_____	3

### Complete 6 credit hours in a Foreign Language sequence:\*\*

_____	3
_____	3

One of the above language courses may be used to fulfill the GEC language requirement.

\*Cross-listed courses (Hty/Pos) may be used to fulfill either Hty or Pos elective requirements, but not both.

\*\*Each of the two, 3-credit courses in the foreign language sequence must be in the SAME foreign language.

### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.00

Cumulative GPA in the major and concentration: 2.25

# History & Political Science, B.A.

## POLITICAL SCIENCE CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### POLITICAL SCIENCE CONCENTRATION - 49 CREDIT HOURS

Complete the following:

Pos 101 American Government	3
Pos 493 Political Science Capstone Seminar	1

#### Complete ONE of the following sequences for a total of 6 credit hours:

Complete 6 credit hours in a foreign language sequence (each of the two, 3-credit courses in the foreign language sequence must be in the SAME foreign language).

	3
	3

#### OR:

Complete the following math sequence:

Mat 201 Probability and Statistics I	3
Mat 202 Probability and Statistics II	3

#### Select ONE of the following International Relations courses\*:

Hty/Pos 371 International Relations	3
Pos 369 American-Canadian Relations	3

\*Or an international relations-related course from another UMS Campus, with your advisor's approval)

#### Select ONE of the following Political Theory courses\*:

Pos 211 Introduction to Political Thought	3
Pos/Phi 303 Feminist Theory	3
Pos/Phi 343 Marxism	3
Pos 335 Modern Political Thought	3

(\*Or a political theory-related course from another UMS Campus, with your advisor's approval)

#### Select ONE of the following Comparative Politics courses\*:

Hty/Pos 377 Modern China	3
Pos 301 European Governments	3

(\*Or a comparative politics-related course from another UMS Campus, with your advisor's approval)

#### Select ONE of the following American Government courses\*:

Pos 331 Constitutional Law	3
Pos 310 Energy Policy	3
Pos 320 Energy Project Development	3

(\*Or an American Government-related course from another UMS Campus, with your advisor's approval)

continued on page 98

# *History & Political Science, B.A.*

## POLITICAL SCIENCE CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247,  
251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher,  
Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101. .... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201,  
301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122,  
221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110,  
Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102  
Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

*continued from page 97*

**Complete 18 credit hours of upper level (300-400) Political Science courses:**

	3
	3
	3
	3
	3
	3

**Complete 9 credit hours of History courses:**

	3
	3
	3

**SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120**

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 2.00**

**Cumulative GPA in the major and concentration: 2.25**



# Liberal Studies, A.A.

## University-wide Programs

**LIBERAL STUDIES 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 Math/Science electives from the following:**

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

\*Sci 100 can be used toward elective credit but cannot be used toward meeting the 9 credit Math/Science elective above.

**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

**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 3 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 Fiction Writing Workshop **	3
Eng 313 Creative Nonfiction Workshop **	3
Eng 314 Screenwriting Workshop**	3
Pcj 180 Intro. to Professional Communication and Journalism	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

*continued on page 100*

# Liberal Studies, A.A.

## University-wide Programs

### LIBERAL STUDIES 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 Math/Science electives from the following:**

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

\*Sci 100 can be used toward elective credit but cannot be used toward meeting the 9 credit Math/Science elective above.

**Select 9 credits of Social Science electives from the following:**

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

*continued from page 99*

### SCIENCE & MATHEMATICS CONCENTRATION - 30 CREDIT HOURS

**Select no fewer than 8 credit hours from the following Science courses:**

Bio 103 Human Biology	3
Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 261 Human Anatomy & Physiology I	4
Bio 262 Human Anatomy & Physiology II	4
Bio 350 Genetics	4
Chy 111 General Chemistry I	4
Chy 122 General Chemistry II	4
Env 110 Introduction to Environmental Science	3
Env 125 Energy	3
Env 130 Renewable Energy Resources	3
Gey 112 Physical Geology	4
Phy 153 General Physics I	4
Phy 154 General Physics II	4

**Select no fewer than 8 credit hours from the following Math courses:**

Mat 117 College Algebra	3
Mat 121 Pre-calculus	4
Mat 131 Calculus	4
Mat 132 Calculus II	4
Mat 201 Probability & Statistics I	3
Mat 202 Probability & Statistics II	3
Mat 231 Calculus III	4
Mat 233 Ordinary Differential Equations	4
Mat 251 Foundations of Mathematics	3
Mat 274 Linear Algebra	3
Mat 312 Geometric Structures	3
Mat 321 Topics in Algebra	3
Mat 335 Topics in Analysis	3
Mat 435 Real Analysis	3

**Select 14 credit hours or more of additional Science (Bio, Chy, Env, Gey, Phy, or Sci) or Mathematics courses at the 200 level or above:**

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**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.**

# Liberal Studies, B.L.S.

## University-wide Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

**1. Effective Written & Oral Communication**

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215 ..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

**2. Critical & Creative Thinking**

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247,  
251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 ..... \_\_\_\_\_

**3. Quantitative & Scientific Reasoning**

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher,  
Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 ..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201,  
301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122,  
221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

**4. Information Literacy**

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202 ..... \_\_\_\_\_

**5. Global Consciousness & Intercultural Awareness**

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110,  
Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102  
Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

**B.L.S. MAJOR REQUIREMENTS**

*Students MUST complete a minor consisting of at least 18 credit hours. Students majoring in the Bachelor of Liberal Studies for Teacher Certification must meet with an advisor to approve their program and sign a self-designed minor form. A minor consists of an area of specialization of at least 18 credits and must have a minimum of 6 upper-level credits. Minors being offered along with each program's requirements can be found in the UMPI catalogue.*

**MINOR (MINIMUM OF 18 CREDIT HOURS):**

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**ELECTIVE REQUIREMENTS:**

*Students must take a minimum of 24 credit hours of upper-level electives beyond courses taken for the general education core and minor requirements. Total credit hours for the degree must be no less than 120 credit hours.*

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 2.00**

**Cumulative GPA for major requirements: 2.25**

# Mathematics, B.S.

## College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Bus/Com 210, Pos 101, Pcj 215..... \_\_\_\_\_
- d. Eng 100, 101 ..... \_\_\_\_\_

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 ..... \_\_\_\_\_
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 ..... \_\_\_\_\_
- c. Eng 121 ..... \_\_\_\_\_
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247,  
251, 261, Eng 211 ..... \_\_\_\_\_
- e. Art 107, 211, 212, Art/Eng 116, Eng 151..... \_\_\_\_\_

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher,  
Phy 153, 154 ..... \_\_\_\_\_
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .. \_\_\_\_\_
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101..... \_\_\_\_\_
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201,  
301, 302, 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122,  
221, 222, Env 308, Gey 112, 114, Phy 153, 154 ..... \_\_\_\_\_

#### 4. Information Literacy

- a. Fys 100 ..... \_\_\_\_\_
- b. Eng 121 ..... \_\_\_\_\_
- c. Phi 151, 152, Swk 202..... \_\_\_\_\_

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110,  
Wst 101 ..... \_\_\_\_\_
- b. Hty 115, 116, 161, 162, 184 ..... \_\_\_\_\_
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102  
Spa 101, 102, Wab 100, 105 ..... \_\_\_\_\_
- d. Phi 151, 152, Pos 211, Swk 202 ..... \_\_\_\_\_
- e. Pos 101, 211, 332 ..... \_\_\_\_\_

#### MATHEMATICS MAJOR REQUIREMENTS 40-41 CREDIT HOURS:

Cos 105 Computer Programming	3
Mat 131 Calculus I	4
Mat 132 Calculus II	4
Mat 201 Probability and Statistics I	3
Mat 202 Probability and Statistics II	3
Mat 251 Foundations of Mathematics	3
Mat 274 Linear Algebra	3
Mat 312 Geometric Structures	4

#### Select FOUR of the following:

Mat 231 Calculus III	4
Mat 233 Ordinary Differential Equations	4
Mat 321 Topics in Algebra	3
Mat 335 Topics in Analysis	3
Mat 435 Real Analysis	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 2.00**

**Cumulative GPA for major requirements: 2.25**

# Medical Laboratory Technology, A.S.

## College of Arts & Sciences

**All MLT and science courses must be passed with a “C+” or higher for successful student completion.**

### **GENERAL EDUCATION – 36/37 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
Eng 121 College Composition II	3
Pcj 215 Business Communication	3

### **Math & Science:**

Mat 101 Basic Statistics	3
Bio 112 General Biology I	4
Bio 261 Anatomy & Physiology I	4
Bio 316 General Microbiology	4
Chy 111 General Chemistry I	4
Chy 122 General Chemistry II	4

### **Social Science:**

Psy 100 General Psychology	3
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### **MLT MAJOR REQUIREMENTS – 35 CREDIT HOURS**

MLT 100 Clinical Chemistry I	3
MLT 103 Phlebotomy**	2
MLT 105 Urinalysis**	3
MLT 203 Clinical Chemistry II & Immunology	3
MLT 204 Clinical Microbiology	4
MLT 205 Immunohematology	4
MLT 206 Hematology/Coagulation	4
MLT 395 Hospital Practicum***	12

**Students must complete the program in three years once they begin MLT courses.**

### **Recommended elective:**

MLT 104 Phlebotomy Clinical Practicum	1
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\*\*MLT 103, MLT 105 and MLT 206 are required courses offered only during the summer session.

\*\*\*MLT 395 is a supervised clinical practicum, which begins before the scheduled start of the spring semester. Students must successfully complete (minimum C+) each clinical rotation to proceed to the next rotation.

NOTE: MLT students are required to pay a program fee of \$75.00 at the beginning of each semester for travel to attend mandatory workshops and trainings in the second year of the program. Students enrolled as “MLT” majors will be assessed the non-refundable fee.

**Total credits required for the degree: 71**

**Minimum cumulative GPA required for graduation: 2.00**

**Minimum GPA in the MLT & Science Courses: 2.33**

# Nursing, B.S.N.

## Transition Program for UMFK\* - College of Professional Programs

### REQUIRED GENERAL EDUCATION – 19 CREDIT HOURS

Fys 100 First Year Seminar	1
Eng 101 College Composition I	3
Eng 121 College Composition II	3

### Select One of the following for a minimum of 3 Credit Hours:

Art 103, 107, 108, 116, 120, 121, 211, 212, 221, 231, 235, 246, 247, 251, 261	3
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### Select One of the following for a minimum of 3 Credit Hours:

Hty 115, 116, 161, 162, 184	3
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### Select One of the following for a minimum of 3 Credit Hours:

Foreign Language Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105	3
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### Math & Science - 24 Credit Hours:

Bio 261 Anatomy and Physiology I	4
Bio 262 Anatomy and Physiology II	4
Bio 316 General Microbiology	4
Bio 368 Genetics and Benomics for Healthcare Professionals	2
Chy 111 General Chemistry I	4
Mat 117 College Algebra	3
Mat 201 Probability and Statistics I	3

### NURSING MAJOR REQUIREMENTS – 22 CREDIT HOURS

Nur 200 Introduction to Professional Nursing	2
Nur 201L Fundamental Skills of Nursing Lab I	1
Nur 202L Fundamental Skills of Nursing Lab II	1
Nur 230 Promoting Personal Health and Wellness	3
Nur 302 Pharmacology	3
Nur 309 Holistic Health Assessment	4
Nur 309L Holistic Health Assessment Lab	1
Cos 103 Introduction to Information Technology	4
Psy 100 General Psychology	3
Psy 205 Lifespan Development	3

\*Students in the Nursing Transition Program apply and are accepted to the University of Maine-Presque Isle (UMPI) and complete their first two years of coursework at UMPI (the 65 credit hours of coursework reflected above).

Students then transition their matriculation to the University of Maine-Fort Kent (UMFK), though they may remain at the UMPI campus, to complete their junior and senior year nursing coursework which will be delivered by UMFK. Students must see their professional academic advisor at UMPI to complete the Transition Form during their fourth semester of coursework at UMPI.

Upon completion of all required coursework, students will graduate with a Bachelor of Science in Nursing from the University of Maine at Fort Kent.

# Physical Education - Teaching, B.S.

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pqj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### SCIENCE REQUIREMENTS FOR GENERAL EDUCATION – 8 CREDIT HOURS

Bio 112 General Biology I	4
Bio 261 Human Anatomy and Physiology I	4

#### Program requirement:

Bio 262 Human Anatomy and Physiology II	4
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#### PHYSICAL EDUCATION REQUIREMENTS – 35 CREDIT HOURS

Exs 274 Structural Kinesiology	3
Exs 381 Biomechanics	3
Exs 382 Physiology of Exercise	3
Hpr 101 Lifelong Wellness	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 265 Motor Learning	3
Phe 361 Technology for Physical Educators	3
Phe 480 Measurement/Evaluation of Physical Education	3
Phe 485 Organization/Administration of Physical Education	3
Rec 235 Outdoor Pursuits II	3

#### PROFESSIONAL EDUCATION – 36 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 310 The Teaching Process	3
Edu 387 Teaching Student with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Teacher Education	3
Edu 495 Student Teaching	12
Phe 267 Teaching Elementary Physical Education	3
Phe 302 Teaching Secondary Physical Education	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

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Students must hold a basic water rescue or higher certificate

Students must hold current First Aid/CPR Certification.

Total credits required for degree: 120

Minimum cumulative GPA for graduation: 3.00

Cumulative GPA for major requirements: 3.00

Cumulative GPA in professional education sequence: 3.00

# 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 100 General Psychology	3
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### **MATH**

Mat 101 Basic Statistics	3
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### **PHYSICAL EDUCATION**

Exs 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**

Pta 100 Introduction to Physical Therapy	2
Pta 102 Clinical Conditions in Physical Therapy	3
Pta 104 Data Collection in Physical Therapy	4
Pta 106 Physical Therapy Procedures and Interventions I	4
Pta 202 Therapeutic Modalities for the PTA	3
Pta 204 Therapeutic Exercise in Physical Therapy	4
Pta 206 Physical Therapy Procedures and Interventions II	4
Pta 208 Neurological Interventions in Physical Therapy	4
Pta 210 Clinical Education Seminar	1
Pta 212 Clinical Education Experience I	2
Pta 215 Professional Development Seminar	2
Pta 220 Clinical Education Experience II	6
Pta 225 Clinical Education Experience 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 Physical Therapist Assistant program at the University of Maine at Presque Isle is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).



# 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

\*Sci 100 can be used toward elective credit but cannot be used toward meeting the 6 credit Math/Science elective above.

### 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:

Art 101 Basic Design	3
Art 108 Introduction to Graphic Design	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 493 Communication Capstone	1

#### Select at least 6 of the following courses for a total of 18 credit hours:

Art 231 Computer Art I	3
Art 235 Video Production	3
Art 251 Photography I	3
Bus 240 Change Management	3
Bus 260 Leadership	3
Pcj 216 Editing	3
Pcj 316 Advanced Professional Communication	3
Pcj 319 Marketing Communication	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**

# Psychology, B.A.

## BIOPSYCHOLOGY CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

### PSYCHOLOGY MAJOR REQUIREMENTS – 65-67 CREDITS

#### PSYCHOLOGY CORE REQUIREMENTS - 15 CREDITS

Psy 100 General Psychology	3
Psy 205 Lifespan Development	3
Psy 311 Research Methods I	3
Psy 446 Psychobiology	3
Mat 101 Basic Statistics <u>OR</u> Mat 201 Probability & Statistics II	3

#### BIOPSYCHOLOGY CONCENTRATION - 26-28 CREDITS

Bio 103 Human Biology	3
Bio 112 General Biology	4
Bio 336 Neurobiology	3
Bio Electives (choose 2 courses at 200-level or higher)	6-8
Chy 111 General Chemistry I	4
Psy 341 Drugs & Behavior	3
Psy 360 Animal Behavior	3

#### PSYCHOLOGY ELECTIVES - 24 CREDITS

**Select 8 courses from the following; at least 1 must be at 400-level:**

Mat 201 Probability & Statistics I*	3
Mat 202 Probability & Statistics II	3
Psy/Soc 200 Social Psychology	3
Psy 235 Abnormal Psychology	3
Psy 312 Research Methods II*	3
Psy 350 Special Topics	3
Psy 355 Group Process	3
Psy 370 Personality	3
Psy 374 Vocational Aspects of Disability**	3
Psy 375 Sex & Gender	3
Psy 380 Principles of Counseling**	3
Psy 382 Substance Abuse Counseling**	3
Psy 404 Psychology of Learning*	3
Psy 448 Cognitive Psychology*	3
Psy 475 History & Systems of Psychology*	3
Psy 480 Advanced Research*	3
Psy 496 Practicum	3

\* Courses required for Psychology Graduate Track

\*\*Courses that contribute to MHRT Certification (please refer to page 110)

#### IMPORTANT INFORMATION REGARDING MHRT CERTIFICATION:

\*\*Seven additional courses are required for those seeking a Mental Health Rehabilitation Technician/Community Certification (MHRT/C). Please note that the additional courses are not required for completion of the Psychology Major.

MHRT/C is suggested for students seeking employment within Maine but not planning to attend graduate school. See page 122 of the catalog for more information.

#### 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**

# Psychology, B.A.

## BUSINESS PSYCHOLOGY CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

### PSYCHOLOGY MAJOR REQUIREMENTS – 63 CREDITS

#### PSYCHOLOGY CORE REQUIREMENTS - 15 CREDITS

Psy 100 General Psychology	3
Psy 205 Lifespan Development	3
Psy 311 Research Methods I	3
Psy 446 Psychobiology	3
Mat 101 Basic Statistics QR Mat 201 Probability & Statistics II	3

#### BUSINESS PSYCHOLOGY CONCENTRATION - 24 CREDITS

Bus 101 Introduction to Business	3
Bus 200 Intermediate Business Computing	3
Bus 240 Change Management QR Bus 260 Leadership	3
Bus 321 Human Resource Management	3
Bus 335 Organizational Behavior	3
Eco 207 Macro & Micro Economics	3
Psy/Soc 200 Social Psychology	3
Psy 404 Psychology of Learning*	3

#### PSYCHOLOGY ELECTIVES - 24 CREDITS

Select 8 courses from the following; at least ONE must be at 400-level:

Mat 201 Probability & Statistics I*	3
Mat 202 Probability & Statistics II	3
Psy 235 Abnormal Psychology	3
Psy 312 Research Methods II*	3
Psy 350 Special Topics	3
Psy 355 Group Process	3
Psy 370 Personality	3
Psy 374 Vocational Aspects of Disability**	3
Psy 375 Sex & Gender	3
Psy 380 Principles of Counseling**	3
Psy 382 Substance Abuse Counseling**	3
Psy 448 Cognitive Psychology*	3
Psy 475 History & Systems of Psychology*	3
Psy 480 Advanced Research*	3
Psy 496 Practicum	3

\* Courses required for Psychology Graduate Track

\*\*Courses that contribute to MHRT Certification (please refer to page 110)

#### IMPORTANT INFORMATION REGARDING MHRT CERTIFICATION:

\*\*Seven additional courses are required for those seeking a Mental Health Rehabilitation Technician/Community Certification (MHRT/C). Please note that the additional courses are not required for completion of the Psychology Major.

MHRT/C is suggested for students seeking employment within Maine but not planning to attend graduate school. See page 122 of the catalog for more information.

#### 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

# Psychology, B.A.

## GENERAL CONCENTRATION - College of Arts & Sciences

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

**Courses to complete the Psychology General Concentration are available both on-line and on-site.**

#### PSYCHOLOGY MAJOR REQUIREMENTS – 45 CREDITS

##### PSYCHOLOGY CORE REQUIREMENTS - 15 CREDITS

Psy 100 General Psychology	3
Psy 205 Lifespan Development	3
Psy 311 Research Methods I	3
Psy 446 Psychobiology	3
Mat 101 Basic Statistics OR Mat 201 Probability & Statistics II	3

##### GENERAL CONCENTRATION - 30 CREDITS

**Select 10 courses from the following; at least 1 must be at 400-level:**

Mat 201 Probability & Statistics I*	3
Mat 202 Probability & Statistics II	3
Psy/Soc 200 Social Psychology	3
Psy 235 Abnormal Psychology	3
Psy 312 Research Methods II*	3
Psy 341 Drugs & Behavior	3
Psy 350 Special Topics	3
Psy 355 Group Process	3
Psy 360 Animal Behavior	3
Psy 370 Personality	3
Psy 374 Vocational Aspects of Disability**	3
Psy 375 Sex & Gender	3
Psy 380 Principles of Counseling**	3
Psy 382 Substance Abuse Counseling**	3
Psy 404 Psychology of Learning*	3
Psy 448 Cognitive Psychology*	3
Psy 475 History & Systems of Psychology*	3
Psy 480 Advanced Research*	3
Psy 496 Practicum	3

\*Courses required for Psychology Graduate Track

\*\*Courses contribute to MHRT Certification

##### IMPORTANT INFORMATION REGARDING MHRT CERTIFICATION:

**\*\*Seven additional courses are required for those seeking a Mental Health Rehabilitation Technician/Community Certification (MHRT/C). Please note that the additional courses are not required for completion of the Psychology Major.**

**MHRT/C is suggested for students seeking employment within Maine but not planning to attend graduate school. See page 110 of the catalog for more information.**

##### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 2.00**

**Cumulative GPA for major requirements: 2.25**

# Secondary Education - Biology, B.S.

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR SECONDARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 41 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	3
Edu 348 Secondary Biology Methods	3
Edu 364 Content Area Literacy	3
Edu 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone	2
Edu 495 Student Teaching	12

#### BIOLOGY CONCENTRATION – 34-38 CREDIT HOURS

Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 200 Research Methods in Biology	3
Bio 261 Human Anatomy & Physiology I <b>AND</b>	
Bio 262 Human Anatomy & Physiology II	8
<b>OR</b> Bio 306 Comparative Physiology	4
Bio 316 General Microbiology	4
Bio 350 Genetics	4
Chy 111 General Chemistry	4
Ecy 355 General Ecology	4
Mat 201 Probability & Statistics I	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 3.00**

**Cumulative GPA in major and concentration: 3.00**

**Cumulative GPA professional education sequence: 3.00**

**Minimum cumulative GPA for student teaching: 3.00**

**Student must hold current First Aid/CPR Certification**

# Secondary Education - English, B.S.

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR SECONDARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 41 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	3
Edu 349 Secondary English Methods	3
Edu 364 Content Area Literacy	3
Edu 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Teacher Education	2
Edu 495 Student Teaching	12

#### ENGLISH CONCENTRATION – 36 CREDIT HOURS

Eng 240 Medieval and Early Modern Literatures and Cultures	3
Eng 241 Enlightenment and the Rise of Anglo-American Literatures and Cultures	3
Eng 242 Modern and Contemporary Anglo-American Literatures and Cultures	3
Eng 259 Contemporary World Literature	3
Eng 367 Studies in Shakespeare	3
Eng/Phi 388 Literary Theory and Critical Practice	3
Eng 391 Studies in the English Language	3
Eng 393 Writing Theory and Practice	3

#### Select 12 credits of upper level (300-400) English electives:

_____	3
_____	3
_____	3
_____	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

_____
_____
_____
_____

**Total credits required for degree: 120**

**Minimum cumulative GPA for graduation: 3.00**

**Cumulative GPA in major and concentration: 3.00**

**Cumulative GPA professional education sequence: 3.00**

**Minimum cumulative GPA for student teaching: 3.00**

**Student must hold current First Aid/CPR Certification**

# Secondary Education - Mathematics, B.S.

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR SECONDARY EDUCATION MAJORS

Hty 116 World Civilization II	3
Soc 100 Introduction to Sociology	3

#### PROFESSIONAL EDUCATION – 41 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	3
Edu 364 Content Area Literacy	3
Edu 379 Secondary Math Methods	3
Edu 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Teacher Education	2
Edu 495 Student Teaching	12

#### MATHEMATICS CONCENTRATION – 36 CREDIT HOURS

Cos 105 Computer Programming	3
Mat 132 Calculus II	4
Mat 201 Probability and Statistics I	3
Mat 202 Probability and Statistics II	3
Mat 251 Foundations of Mathematics	3
Mat 274 Linear Algebra	3
Mat 312 Geometric Structures	4

#### Select FOUR of the following for a minimum of 13 credit hours:

Mat 231 Calculus III	4
Mat 233 Ordinary Differential Equations	4
Mat 321 Topics in Algebra	3
Mat 335 Topics in Analysis	3
Mat 435 Real Analysis	3

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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Total credits required for degree: 120

Minimum cumulative GPA for graduation: 3.00

Cumulative GPA in major and concentration: 3.00

Cumulative GPA professional education sequence: 3.00

Minimum cumulative GPA for student teaching: 3.00

Student must hold current First Aid/CPR Certification

# Secondary Education - Social Studies, B.S.

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### GEC REQUIREMENT FOR SECONDARY EDUCATION MAJORS

Soc 100 Introduction to Sociology	3
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#### PROFESSIONAL EDUCATION – 41 CREDIT HOURS

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	3
Edu 364 Content Area Literacy	3
Edu 373 Secondary Social Studies Methods	3
Edu 387 Teaching Students with Special Needs in Inclusive Classrooms	3
Edu 395 Practicum in Education	3
Edu/Sed 490 Capstone in Teacher Education	2
Edu 495 Student Teaching	12

#### Select one of the following Concentrations:

##### HISTORY CONCENTRATION – 39 CREDIT HOURS

Hty 115 World Civilization I	3
Hty 116 World Civilization II	3
U.S., European or Canadian History	3
Pos 101 American Government	3
Pos 211 Introduction to Political Thought	3
Pos 301 European Governments & the European Union	3
Political Science 300-400 level elective	3

#### Select 18 credits of History electives (300-400 level)

including one course each in European, Non-western, and U.S. History

##### POLITICAL SCIENCE CONCENTRATION – 39 CREDIT HOURS

Pos 101 American Government	3
Pos 211 Introduction to Political Thought	3
Pos 301 European Governments & the European Union	3
Hty 115 World Civilization I	3
Hty 116 World Civilization II	3
Hty 161 U.S. History I OR	3
Hty 162 U.S. History II	3
History 300-400 level elective	3

#### Select 18 credits of Political Science electives (300-400 level)

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

Total credits required for degree: 120

Minimum cumulative GPA for graduation: 3.00

Cumulative GPA in major and concentration: 3.00

Cumulative GPA professional education sequence: 3.00

Minimum cumulative GPA for student teaching: 3.00

Student must hold current First Aid/CPR Certification



# Social Work, B.S.W.

## College of Professional Programs

### General Education Curriculum (GEC) Requirements "At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

#### 1. Effective Written & Oral Communication

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pcj 215 .....
- d. Eng 100, 101 .....

#### 2. Critical & Creative Thinking

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

#### 3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 166, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 ..
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154 .....

#### 4. Information Literacy

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

#### 5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

#### SOCIAL WORK – 69-70 CREDIT HOURS

Mat 101 Basic Statistics * OR	
Mat 201 Probability and Statistics I*	3
Psy 100 General Psychology*	3
Psy 311 Research Methods I	3
Soc 100 Introduction to Sociology	3
Swk 200 Intro to Social Work and Social Welfare	3
Swk 285 Human Behavior in Social Environment I	3
Swk 287 Human Behavior in Social Environment II	3
Swk 300 Social Welfare Policy and Issues	3
Swk 305 Ethnicity and Multiculturalism*	3
Swk 315 Social Work Practice I	3
Swk 380 Social Work Methods and Practice with Families	3
Swk 396A Junior Field I	3
Swk 396B Junior Field II	3
Swk 400 Social Work Practice II	3
Swk 405 Social Work Practice III	3
Swk 410 Social Work Research	3
Swk 492A Senior Seminar I	3
Swk 492B Senior Seminar II	3
Swk 494A Senior Field I	6
Swk 494B Senior Field II	6
Bio XXX Biology (Human Biology preferred)	3/4

\* Course also meets GEC requirement

#### SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120

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**Total credits required for the degree: 120**

**Minimum cumulative GPA required for graduation: 2.50.**

**Cumulative GPA required in the major and concentration: 2.50.**

**Students must earn a C or greater in all SWK courses required for the degree.**

# Special Education Paraprofessional, A.A.

## College of Professional Programs

### 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 166 Concept-based Mathematics for the Elementary Classroom	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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\*Sci 100 can be used toward elective credit but cannot be used toward meeting the credit Science elective above.

### PROFESSIONAL EDUCATION REQUIREMENTS – 21 CREDIT HOURS

**Complete the following:**

Edu 152 Introduction to Education	3
Edu 200 The Learner and the Learning Process	3
Edu 261 Educational Technology in the Classroom	3
Edu 310 The Teaching Process	3

**Select ONE of the following courses for a total of 3 credit hours:**

Art 103 Drawing I	3
Art 104 Figure Drawing	3
Art 107 Experience of the Arts	3

**Select TWO of the following courses for a total of 6 credit hours:**

Edu 341 Infant Toddler Development	3
Edu/Swk 350 Children & Grief and its Impact on Learning	3
Edu 351 Teaching Elementary Reading	3
Edu 353 Reading & Writing in the Content Area	3
Edu 354 Early Childhood Literacy	3
Edu 360 Science for the Young Child	3
Edu 366 Teaching Math in the Elementary School	3
Edu 367 Numeracy for the Young Child	3
Edu 372 Social Studies for the Young Child	3
Edu 378 Creativity in the Classroom: Arts Integrated Curriculum	3

### SPECIAL EDUCATION REQUIREMENTS – 21 CREDIT HOURS

Edu/Sed 222 Guiding Positive Behavior	3
Edu/Sed 232 Language Development for Exceptional Learners	3
Edu/Sed 322 Instructional Strategies in Special Education	3
Edu/Sed 352 Collaboration & Consult. in General and Special Ed.	3
Edu 387 Teaching Students with Exceptional Needs in Inclusive Classrooms	3
Sed 396 Special Education Paraprofessional 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 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 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 350 Business Law I	
Bus 352 Business Law II	
Bus 376 Independent Auditing	
Bus 377 Federal Taxation I	
Bus 378 Federal Taxation II	
Bus 464 Advanced Accounting	

**TOTAL 18**

## ART MINOR

Art 103 Drawing I	3
Art 120 Design Foundations I	3
Art 121 Design Foundations II	3
Art 203 Drawing II	3
Art 211 Art History I	3
Art 212 Art History II	3
Art Electives: Select TWO additional Art courses for a total of 6 credit hours	6

**TOTAL 24**

## BIOLOGY MINOR

Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 350 Genetics	4
Select TWO additional Bio or Ecy courses (200 or higher)	

**TOTAL 19-20**

## 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 100 Introduction to Criminal Justice	3
Crj 130 Phil. & Ethics of Social Control	3
Crj 225 Criminal Justice Ethics	3
Crj 230 Res. Methods in Criminal Justice	3
Crj 250 Criminal Law	3
Soc 230 Criminology	3
Electives: Choose 6 elective credits in any upper level CRJ courses	6

**TOTAL 21**

## EARLY CHILDHOOD EDUCATION MINOR

Ece 220/ Chf 450 Education of Young Children with Special Needs (course offered at NMCC/UMaine)	3
Edu 341 Infant Toddler Development	3
Edu 311 Assessments for the Young Child	3
Edu 378 Creativity in the Classroom: Arts-integrated Curriculum	3
Psy 205 Lifespan Development	3

Select TWO of the following courses:

Ece 101 Healthy Learning Environ. for Young Children (course offered at NMCC)	
Ece 105 Advanced Intellectual & Social Development in the Young Child (course offered at NMCC)	
Edu 354 Early Childhood Literacy	
Edu 367 Numeracy for the Young Child	
Edu 372 Social Studies for the Young Child	

**TOTAL 21**

## EDUCATIONAL STUDIES MINOR

Edu 152 Introduction to Education	3
Edu 153 Foundations of Education	3
Edu 200 The Learner & the Learning Process	3
Edu/Sed 222 Guiding Positive Behavior	3
Edu 387 Teaching Students with Exceptional Needs in the Inclusive Classroom	3

Select THREE of the following courses:

Edu 261 Educational Tech. in the Classroom	
Edu 354 Early Childhood Literacy	
Edu 357 Children's Literature	
Edu 367 Numeracy for the Young Child	
Edu 378 Creativity in the Classroom	

**TOTAL 24**

## ENERGY DEVELOPMENT & POLICY MINOR

Environmental Science, Energy, & Climate Change - choose FOUR of the following:

Env 110 Intro. to Environmental Science (Recommended as a prerequisite for those with a limited science background)	3
Env 125 Energy	3
Env 130 Renewable Energy Resources	3
Env 201 Fossil Fuels	3
Env 301 Climate Change	3
Env 302 Biodiversity & Climate Change	3
Env 308 Fundamentals of GIS	4
Energy Policy & Development (both courses required):	
Pos 310 Energy Law & Policy	3
Pos 320 Energy Project Development	3

**TOTAL 18-19**

\* Students enrolled in the Energy Development & Policy certificate may not also earn the Energy Development & Policy minor.

## ENGLISH MINOR

Eng 211 Introduction to Creative Writing OR	
Pcj 180 Introduction to Professional Communication and Journalism	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:

Env, Gey, Bio, Phy or Chy	3-4
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Select TWO courses from the following:

Ant 100	Introduction to Anthropology	3
Hty 350	U.S. Environmental History	3
Pos 310	Energy Law & Policy	3
Pos 320	Energy Project Development	3

Select ONE course from the following:

Env 408	GIS II	4
Sci 480	Research Methods in Science	3
Env 397 or 497	Independent Study	3

**TOTAL** **19-20**

## FILM STUDIES MINOR

Art 116	Introduction to Film	3
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Set 1: Select THREE of the following courses: 9

Art 316	Contemporary Film	
Art 416	Great Film Directors Series	
Eng 372	Literature and Film	
Eng 376	Native American Narratives	

Set 2: Select THREE of the following: 9

Art 251	Photography	
Art 235	Video Production	
Eng 314	Screenwriting Workshop	
Art/Eng 416	Great Film Director Series	
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

Gey 112	Fundamentals of Geology	4
Gey 114	Historical Geology-History of Life OR	
Gey 115	Historical Geology & Plate Tectonics	3

Choose from the following electives (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**

## GRAPHIC DESIGN MINOR

Art 103	Drawing I	3
Art 120	Design Foundations I	3
Art 121	Design Foundations II	3
Art 108	Introduction to Graphic Design	3
Art 231	Computer Art	3
Art 255	Typography	3
Art 308	Graphic Design	3

**TOTAL** **21**

## HEALTH & WELLNESS

Bio 300	Human Nutrition	3
Exs 225	Strength Training Techniques and Conditioning	3
Exs 246	Introduction to Assessment	4
Exs 340	Prevention and Emergent Care in Sports	3
Exs 343	Corrective Exercise	4
Exs 388	Practicum Exercise Science	3

**TOTAL** **20**

## HISTORY MINOR

Minimum of 12 upper level credits in History (300-level and above)

**TOTAL** **18**

## HUMAN SERVICES MINOR

Swk 200	Introduction to Social Work & 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 Welfare Policy & Issues	
Swk 307	Incest & Sexual Abuse	

Swk 325	Gerontology	
Swk/Edu 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 Lang. - 6 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 141	Introduction to Project Management w/Microsoft Projects	3
Bus 260	Leadership	3
Bus 321	Human Resource Management	3
Bus 415	Operations Management	3
Pcj 215	Business Communication	3

Select ONE of the following courses: 3

Bus 240	Change Management	
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 & Leadership 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

Select TWO of the following courses: 6

# Minor & Certificate Programs

continued

Bus 141	Introduction to Project Management w/Microsoft Projects	
Bus 359	IT Project Management	
Bus 405	MIS Special Topics	
Bus 440	Business Analytics	
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

<b>TOTAL</b>		<b>18</b>
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## 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

<b>TOTAL</b>		<b>20</b>
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## 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 at least 12 credit hours from the following:

Ant 110	World Religions	3
Phi 300	Topics in Philosophy	3
Phi/Eng 374	Topics in Philosophy & Literature	3
Phi/Eng 388	Literary Theory & Critical Practice	3
Phi/Pos 301	Feminist Theory	3
Phi/Pos 343	Marxism	3
Pos 211	Introduction to Political Thought	3
Swk 202	Ethics in the Helping Professions	3

<b>TOTAL</b>		<b>21</b>
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## PHYSICAL EDUCATION MINOR

Activity Elective		2
Exs 381	Biomechanics	3
Exs 382	Physiology of Exercise	3
Phe 267	Teaching Elem. Physical Education	3
Phe 302	Teaching Sec. Physical Education	3

Select TWO of the following courses:

Exs 274	Structural Kinesiology	
Phe 265	Motor Learning	
Phe 480	Measurement & Evaluation of Physical Education	
Phe 485	Organization & Administration of Physical Education	

<b>TOTAL</b>		<b>20</b>
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## 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	4
Phy 154	General Physics II	4

<b>TOTAL</b>		<b>20</b>
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## POLITICAL SCIENCE MINOR

Minimum of 12 upper level credits (300 level and above)

<b>TOTAL</b>		<b>18</b>
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## PRE-LAW STUDIES MINOR

Crj 100	Introduction to Criminal Justice	3
Crj 250	Criminal Law	3
Pcj 215	Business Communication	3
Phi 151	Introduction to Philosophy	3
Pos 101	American Government	3
Pos 332	Constitutional Law	3
Select ONE of the following courses:		3
Bus 350	Business Law I	
Crj 350	Criminal Procedure	

<b>TOTAL</b>		<b>21</b>
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## PROFESSIONAL COMMUNICATION MINOR

Pcj 180	Introduction to Professional Communication & Journalism	3
Pcj 215	Business Communication	3
Pcj 315	Professional Communication	3
Pcj 394	Professional Portfolio	1
Select THREE of the following courses:		9

Select THREE of the following courses:

Art 231	Computer Art I	
Art 235	Video Production	
Pcj 216	Editing	
Pcj 316	Advanced Professional Communication	
Pcj 318	Evolving Media	
Pcj 319	Marketing Communication	

<b>TOTAL</b>		<b>19</b>
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## PROJECT MANAGEMENT MINOR

Bus 141	Introduction to Project Management w/Microsoft Projects	3
Bus 240	Change Management	3
Bus 343	Project Risk & Cost Management	3
Bus 400	Project Management Applications	3
Select TWO of the following courses:		6

Select TWO of the following courses:

Bus 359	IT Project Management	
Bus 401	Adv. Project Management Applications	

Bus 415	Operations Management	
Bus 440	Business Analytics	
Bus 469	Strategic Professional Communication	

<b>TOTAL</b>		<b>18</b>
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## PSYCHOLOGY MINOR

Psy 100	General Psychology	3
Psy 205	Lifespan Development	3
Psy/Soc 311	Research Methods I	3

Select ONE of the following:

Mat 101	Basic Statistics OR	3
Mat 201	Probability & Statistics	3

Select THREE of the following:

Mat 201	Probability & Statistics I	3
Mat 202	Probability & Statistics II	3
Psy/Soc 200	Social Psychology	3
Psy 235	Abnormal Psychology	3
Psy 312	Research Methods II	3
Psy 355	Group Process	3
Psy 370	Personality	3
Psy 380	Principles of Counseling	3
Psy 374	Vocational Aspects of Disability	3
Psy 382	Substance Abuse Counseling	3
Psy 350	Special Topics	3
Psy 404	Psychology of Learning	3
Psy 446	Psychobiology	3
Psy 448	Cognitive Psychology	3
Psy 475	History & Systems of Psychology	3
Psy 480	Advanced Research	3
Psy 496	Practicum	3

<b>TOTAL</b>		<b>21</b>
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## RECREATION/LEISURE MINOR

Rec 122	Leadership Training in Recreation	3
Rec 232	Program Development & Planning	3
Rec 234	Outdoor Pursuits I	3
Rec 235	Outdoor Pursuits II	3
Rec Electives		6

<b>TOTAL</b>		<b>18</b>
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## SOCIAL STUDIES MINOR

24 credits in Anthropology, Economics, Geography, History, Sociology, Political Science, Psychology with a minimum of 15 upper level credits

<b>TOTAL</b>		<b>24</b>
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## SOCIOLOGY MINOR

Soc 100	Introduction to Sociology	3
Soc/Psy 200	Social Psychology	3

continued on next page

# Minor & Certificate Programs

continued

Cri 230	Res. Methods in Criminal Justice	QR	
Soc/Psy 311	Research Methods I		3
<i>Electives:</i>	Choose 9 elective credits from any upper level SOC courses		9
<b>TOTAL</b>			<b>21</b>

### SUSTAINABLE AGRICULTURE MINOR

Env 200	Principles of Sustainable Agriculture		3
Env 210	Soil Science	OR	4
Env 220	Integrated Pest Management		3
Agr 310	Plant & Crop Science	OR	4
Bio 240	Animal Science*		4
<i>Select THREE of the following for 9-10 credits:</i>			
Bus 101	Introduction to Business		3
Bus 150	Intro. to Financial Accounting		3
Bus 200	Intermediate Business Computing		3
Bus 341	Entrepreneurship		3
Eco 207	Macro & Micro Economics		3
Env 308	GIS I: Fundamentals of GIS		4
<b>TOTAL</b>			<b>19-21</b>

\*both carry a Bio 112 prerequisite

### WABANAKI STUDIES MINOR

Ant 100	Introduction to Anthropology		3
Ant/Hty 471	Prehistory of Northeastern North America		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
<b>TOTAL</b>			<b>18</b>

### WOMEN'S STUDIES MINOR

Phi/Pos 303	Feminist Theory		3
Wst 101	Introduction to Women's Studies		3
<i>Select a minimum of 15 credit hours from among the following courses*#:</i>			
Art 315	Women in Art		
Eng 300	Major Authors		15
Psy 375	Sex & Gender		
Soc/Cri 358	Domestic Violence		
Soc/Cri 378	Women & Crime		
Swk 305	Ethnicity & Multiculturalism		

\*Up to nine credit hours in coursework not designated above may be applied in this category as approved by

the student's advisor.

#A maximum of nine upper division transfer credits may be applied to this category as approved by the student's advisor.

<b>TOTAL</b>			<b>21</b>
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### WRITING MINOR

<i>Required:</i>			
Eng 211	Introduction to Creative Writing	OR	
Pcj 180	Introduction to Professional Communication & Journalism		3
<i>Select at least 18 credit hours from among the following courses:</i>			
Eng 311	Poetry Workshop*		3
Eng 312	Fiction Writing Workshop*		3
Eng 313	Creative 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

<b>TOTAL</b>			<b>21</b>
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# 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 Program 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 Program by contacting the Registrar's Office.

### DRUG POLICY AND INTERVENTION CERTIFICATE PROGRAM

CRJ 100	Introduction to Criminal Justice		3
CRJ 215	Drug Policy		3
PSY 100	General Psychology		3
PSY 341	Drugs and Behavior		3
PSY 382	Substance Abuse Counselling		3
SWK 200	Introduction to Social Work and Social Welfare		3
SWK 236	Psychosocial Rehabilitation		3
SWK 381	Crisis Intervention		3
<b>TOTAL</b>			<b>24</b>

### ENERGY DEVELOPMENT & POLICY CERTIFICATE PROGRAM

<i>Environmental Science, Energy &amp; Climate Change - choose FOUR of the following:</i>			
Env 125	Energy		3
Env 130	Renewable Energy Resources		3
Env 201	Fossil Fuels		3
Env 301	Climate Change		3
Env 302	Biodiversity & Climate Change		3
Env 308	Fundamentals of GIS		4
<i>Energy Policy &amp; Development (both courses required):</i>			
Pos 310	Energy Law & Policy		3
Pos 320	Energy Project Development		3

<b>TOTAL</b>			<b>18-19</b>
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\*Students enrolled in the Energy Development & Policy certificate may not also earn the Energy Development & Policy minor.

# Minor & Certificate Programs

continued

## 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 & Advanced Spatial Analysis	4

Electives (select at least TWO courses for a minimum total of 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	MIS Special Topics	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/C 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](http://muskie.usm.maine.edu/cfl/MHRT/community_guidelines.htm)

The following classes at UMPI 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	Comm. Mental Health Care
* 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 course requirements have been met through academic courses, non-academic courses, approved workshops and/or training, or waivers based on experience.

## PROJECT MANAGEMENT CERTIFICATE PROGRAM

Bus 141	Introduction to Project Management w/Microsoft Projects	3
Bus 240	Change Management	3
Bus 343	Project Risk & Cost Management	3
Bus 469	Strategic Professional Communication	3

Select TWO of the following courses:

Bus 359	IT Project Management	6
Bus 400	Project Management Applications	
Bus 401	Adv. Project Management Applications	
Bus 415	Operations Management	
Bus 440	Business Analytics	

**TOTAL 18**

## WOMEN'S STUDIES CERTIFICATE PROGRAM

Phi 301	Feminist Theory	3
Wst 101	Introduction to Women's Studies	3

Select a minimum of 15 credit hours from among the following courses\* #: 15

Art 315	Women in Art	
Eng 300	Major Authors	
Psy 375	Sex & Gender	
Soc/Crj 358	Domestic Violence	
Soc/Crj 378	Women & Crime	
Swk 305	Ethnicity & Multiculturalism	

\*Up to nine credit hours in coursework not designated above may be applied in this category as approved by the student's advisor.

#A maximum of nine upper division transfer credits may be applied to this category as approved by the student's advisor.

**TOTAL 21**



# *Course Descriptions*

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## AGRICULTURAL SCIENCE & AGRIBUSINESS

*College of Arts & Sciences*

### **AGR 101 INTRODUCTION TO AGRICULTURAL SCIENCES**

3 credits. Prerequisite: none. This course provides an overview of biological, chemical, and physical aspects of soils, plant crop production, and animal production. Emphasis is placed on production agriculture systems and management of healthy soils, pests and diseases to produce nutritious crops, while also considering environmental influences and impacts. Students will also explore diverse agricultural career options.

### **AGR 250 FOOD & AGRIBUSINESS MANAGEMENT**

3 credits. Prerequisite: Bus 101 or Bus 107. Students learn and apply knowledge of diverse aspects of agribusiness management, including planning, marketing, budgeting, accounting, finance, capital planning, legal considerations, and human resources management. Students will apply this knowledge by developing a comprehensive food or agribusiness management plan.

### **AGR 260 AGRICULTURAL TECHNOLOGY, OPERATIONS & SAFETY**

3 credits. Prerequisite: Agr 101. Students learn to implement safety practices through usage of all aspects of farm production and technology systems, including tractors, implements, spraying equipment, irrigation, and greenhouse systems.

### **AGR 290 SPECIAL TOPICS IN AGRICULTURAL SCIENCES**

3 credits. Prerequisite: Agr 101 or permission. Course investigates latest trends in agricultural science, with topics offered on a rotating basis. This course may be repeated once as long as the topics are different.

### **AGR 295 SPECIAL TOPICS IN AGRIBUSINESS**

3 credits. Prerequisite: Bus 101 or 107, or permission. Course investigates latest trends in agribusiness, with topics offered

on a rotating basis. This course may be repeated once as long as the topics are different.

### **AGR 310 PLANT & CROP SCIENCE**

4 credits. Prerequisites: Bio 309. This course will provide an overview of plant anatomy, genetics, and physiology as it pertains to the human cultivation and production of agriculture crops. Special attention will be given to environmental factors affecting plant growth including light intensity temperature (air, plant), relative humidity, carbon dioxide, water, mutualistic fungi, and nutrients. Three lecture and three laboratory hours per week. Lab fee.

### **AGR 320 PRECISION AGRICULTURE**

3 credits. Prerequisite: Env 308. Students develop understanding of the need for precision agriculture approaches to manage spatial variability in the soils, input needs, and yields within and across agricultural parcels. Students will describe the function and be able to implement a system with yield monitoring systems, variable rate technology, GPS, sensors, auto guidance, data acquisition and management, and GIS mapping.

### **AGR 330 SOIL FERTILITY**

4 credits. Prerequisites: ENV 210, any college level soil science, or instructor permission. Considers the biological and chemical properties of soil, as well as strategies to manage for optimal soil fertility. Practical laboratory exercises provide hands-on experience manipulating biological and chemical soil parameters for optimal fertility.

### **AGR 350 FOOD & AGRICULTURE MARKETING**

3 credits. Prerequisites: Agr 250, Bus 101, or Bus 107. This course provides a broad understanding of marketing concepts and applies them to food, farm and agriculture-based businesses. Students will learn to identify sales and marketing strategies for commodities, wholesale markets, retail markets, processing and small-scale opportunities. Special emphasis will be placed on marketing to today's consumer, sustainability goals, and enterprise vitality.

### **AGR 360 MANAGEMENT SCIENCE OF FARM & AGRIBUSINESS ENTERPRISES**

3 credits. Prerequisite: Agr 250. Students learn quantitative, data-analytic approaches to making management decisions for agribusinesses. The course will introduce linear programming, sensitivity analysis and interpretation, network models, inventory models, waiting line models, forecasting, and decision analysis by using spreadsheet and other software applications.

### **AGR 495 AGRICULTURE INTERNSHIP**

3 credits. Prerequisite: junior standing, and proposal submitted to the agriculture coordinator or Dean 30 days prior to the start of the semester. Supervised field experience in a agricultural or agribusiness setting in which students apply their knowledge and gain career-relevant exposure and training. A minimum of ninety hours of experience, bi-weekly meetings with faculty mentor, reflection assignments, final written and oral presentations.

## 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.

### **ASL 102 INTERMEDIATE AMERICAN SIGN LANGUAGE**

3 credits. Prerequisite: Asl 101 or requisite experience. Advanced beginner level class designed to develop knowledge and skills to communicate using American Sign Language (ASL). Vocabulary, sentence construction, and expressive and receptive fingerspelling will be emphasized. In addition, students will continue to refine their knowledge of the D/deaf

community, accessibility issues and laws, and Deaf education.

## **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 postglacial adaptation, changes in social structure, and interaction with Europeans. Examines contemporary controversy regarding Native sovereignty and self-determination.

## **ART**

*College of Arts & Sciences*

### **ART 103 DRAWING I**

3 credits. An introductory course that emphasizes basic observational drawing techniques using various mediums - pencil, charcoal, conte crayon, and pen/ink. Students will develop a strong foundation in composition, measurement methods, and rendering while also using drawing as an expressive medium. Studio Fee

### **ART 104 FIGURE DRAWING**

3 credits. An introductory course that focuses on human form implemented through both classical and contemporary methods. Students will focus on observational drawing techniques working from a live model. Course may be repeated for a total of 6 credits. Studio Fee.

### **ART 106 SKETCHBOOK PROCESS**

3 credits. This course builds on observational drawing and incorporates experimentation during a series of field trips throughout the state. Students are given daily objectives to accomplish while drawing from live environments. Creative approaches are encouraged. Finished art work is produced using the sketchbook as the basis. 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, liter-

ature, culture and the individuals who participate in creating them, and those of us who view and hear them. Studio fee.

### **ART 108 INTRODUCTION TO GRAPHIC DESIGN**

3 credits. Students in this course will design graphic design artifacts, which may include, but is not limited to, brand development, brochures, stationary, and/or poster design. Traditional and digital techniques will be used over the course of the semester.

### **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 120 DESIGN FOUNDATIONS I**

3 credits. Design Foundations I is an integrated mixed media approach to design fundamentals as they relate to two dimensional and three dimensional work. This course investigates the design elements and principles of organizations with an emphasis on creative problem solving and critical analysis of original artwork. Studio fee.

### **ART 121 DESIGN FOUNDATIONS II**

3 credits. Design Foundations II is a fundamental course that analyzes principles of design and color theory in studio projects. This course focuses on non-objective and abstract forms using a multi-media approach to art making. Contemporary movements in art are emphasized. Studio fee.

### **ART 203 DRAWING II**

3 credits. Prerequisite: Art 103. This course uses the foundation built in Drawing I and incorporates exercises in experimentation to studio assignments. Students will be introduced to alternative methods and materials. Assignments encourage creative approaches and studio discussion. Studio fee.

### **ART 211 ART HISTORY I**

3 credits. The visual arts of the West-

ern 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. Creation of original forms from traditional and non-traditional mediums involving the basic process of sculpture: modeling, casting and assembly. 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 246 CERAMICS:  
BEGINNING HANDBUILDING**

3 credits. An introduction to working with the properties and the behavior of clay and glazes using handbuilding techniques. Discussion on design quality, artistic direction and craftsmanship will be stressed. The focus includes sculptural and utilitarian forms with regards to both historical and contemporary issues in ceramics. Studio fee.

**ART 247 CERAMICS:  
BEGINNING WHEEL THROWING**

3 credits. An introduction to working with the properties and the behavior of clay and glazes using throwing techniques. Discussion on design quality, artistic direction and craftsmanship will be stressed. The focus includes utilitarian forms with regards to both historical and contemporary issues in ceramics. Studio fee.

**ART 251 PHOTOGRAPHY I**

3 credits. This course covers a comprehensive understanding of a 35 mm camera operation and uses the Photography medium as a form of creative expression. Emphasis is placed on composition, basic photographic techniques and traditions, and exposure to dark room procedures. Individual and group critiques focus on creative development. Studio fee.

**ART 255 TYPOGRAPHY**

3 credits. Prerequisite: Art 108. An introduction to typography as a fundamental element of graphic design, learning formal qualities of type. Topics covered: typographic anatomy and vocabulary, classification of fonts, figure ground relationships, and character manipulation. Course will be structured around lectures, demonstrations, extensive studio work and critiques. Project based course. 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 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 301 MIXED MEDIA PROCESS**

3 credits. Prerequisite: Art 101. This course focuses on combining a variety of media, while developing a creative and personal approach to the visual form. This course will introduce students to a variety of tools and techniques, digital

technologies, and found materials. We will examine historical and contemporary examples. Studio fee.

**ART 308 GRAPHIC DESIGN**

3 credits. Prerequisite: Art 255. A continuation of the study of graphic design focusing on project based assignments. Topics covered: print processes, identity/brand development using both typographic and illustrative symbols, being aware and study new and historic type forms, and specialization. Course will be structured around lectures, demonstrations, extensive studio work and critiques.

**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 315 WOMEN IN ART**

3 credits. Prerequisites: Art 211 or Art 212. This course will explore the contri-

butions of women artists to the western art tradition from prehistory to present day, with emphasis on the 20th and 21st Centuries. Examines the socio-cultural conditions often marginalizing women in art history; emphasizes how issues of gender are encoded in art practices, exhibition and collection.

#### **ART/ENG 316 CONTEMPORARY FILM**

3 credits. Advanced study in contemporary film. Films screened will range from 1970 to present day. This course is a topics course and may be repeated for a total of six credits provided the topics are different.

#### **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 is offered. Studio fee.

#### **ART 323 DRAWING III**

3 credits. Prerequisites: Art 103, Art 203. This course is an experimental approach to drawing as a form of expression. Students will utilize a deeper material exploration, color use. The course is student driven, meaning focus on personal studio practice is emphasized. Course can be repeated for up to 6 credits. Studio Fee.

#### **ART 325 ART INTERNSHIP**

3 credits. Prerequisite: 30 credits completed. Art Internship provides hands-on experience within professional practices in the arts. Students looking for careers in arts administration, art therapy or education are encouraged to develop/execute programming and conduct field work under an instructor's supervision. Review of the experience occurs through group/individual classroom discussion.

#### **ART 346 CERAMICS: INTERMEDIATE HANDBUILDING**

3 credits. Prerequisite: Art 246. Students learn advanced handbuilding methods of forming clay. Exploration of large-scale work, greater emphasis on design and expression will be addressed.

Focus will be on creating technical and conceptual functional and sculptural. Studio fee.

#### **ART 347 CERAMICS: INTERMEDIATE WHEEL THROWING**

3 credits. Prerequisite: Art 247. A continuation of wheel forming methods where technique and skills are refined and further developed to help students explore form, function and design. Emphasis is placed on functional ceramics. 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 355 SPECIAL TOPICS IN ART**

3 credits. Advanced study of contemporary themes, artists, and movements from various cultures and backgrounds. Specific course contents will vary by semester and instructor and may emphasize different artists, mediums, genres, and philosophies. Course is repeatable for a maximum of 6 credits.

#### **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 399 JUNIOR SEMINAR**

3 credits. Prerequisite: 6 credits in emphasis concentration. This advanced level course will introduce art theory and aesthetics through studio based projects, assigned readings, class discussion, lecture and formal writing. This is a cross-disciplinary seminar/workshop style course meant for greater critical awareness of the student's studio practice. Studio Fee.

#### **ART 400 ART STUDY TOUR**

3 credits. This course travels to national/international locations and focuses on museums and cultural sites. Students complete visual projects that relate to the culture and art studied. Preparatory lectures and research required. Course may be repeated for a total of 6 credits provided travel locations are different. Studio fee.

#### **ART 401 MIXED MEDIA**

3 credits. Prerequisites: Art 120; Art 301 preferred but not required. The course is focused on the three-dimensional object and working within site-specific space. This course provides a foundation in mold making, projected image, assemblage, and encourages experimentation through invented mark making. Course may be repeated for a total of 6 credits. Studio fee.

#### **ART/ENG 403 FILM SEMINAR**

3 credits. Prerequisite: Art/Eng 116. Advanced study in specific film genres, technologies, aesthetics, theory and criticism, or directors. Course may be repeated for a total of 6 credits provided the topics are different.

#### **ART 410 INSTALLATION ART**

3 credits. Prerequisites: Art 301 or Art 221. This course is focused more on three-dimensional objects, video installation, and working with site-specific space. This course offers flexibility where students develop their own ideas about image making through creative problems. Curriculum will focus on contemporary art movements. Can be repeated for up to 6 credits. 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/ENG 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 421 SCULPTURE III**

3 credits. Prerequisite: Art 321. An advanced course in sculpture that allows students to develop a personal direction of expression, exploring mediums and develop a sustainable studio practice. Readings, discussions and slide presentations on contemporary art and culture supplement the studio work and critiques. Repeatable for up to 6 credits. Studio fee.

**ART 446 CERAMICS: ADVANCED HANDBUILDING**

3 credits. Prerequisites: Art 246, 346. A continuation of handbuilding techniques and skills allowing the student to develop a personal direction of expression. Repeatable for credit. Studio fee.

**ART 447 CERAMICS: ADVANCED WHEEL THROWING**

3 credits. Prerequisites: Art 247, 347. A continuation of wheel throwing techniques and skills allowing the student to develop a personal direction of expression. Repeatable for credit. Studio fee.

**ART 451 PHOTOGRAPHY III**

3 credits. Prerequisite Art 351. Designed to help students clarify and establish a personal direction in photography. Course content and themes are self-directed. Students are encouraged to develop a body of work that would be displayed in a one-person exhibition. Course is repeatable for up to 6 credits. 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. Course may be repeated for up to 6 credits. Studio fee.

**ART 491 SENIOR RESEARCH PROJECT**

3 credits. Co-requisite: Art 499A. This seminar course is an immersive research project that aligns with the student's Senior Show thesis and provides more critical awareness of studio practice. Coursework is presented through discussion, reflective writing, oral presentation, and research papers.

**ART 499A SENIOR THESIS PROJECT I**

3 credits. Prerequisite: enrolled in BFA Degree, 21 credits in area of emphasis. This course focuses on formulation strategies for a body of work. Students are expected to establish a rigorous studio practice and participate in weekly critiques. Students complete written and oral assignments and a group exhibition. Studio fee.

**ART 499B SENIOR THESIS PROJECT II**

3 credits. Prerequisite: enrolled in BFA Degree, Art 499A during the same academic year. This course stresses a written and oral defense of a comprehensive body of work presented in a one-person thesis exhibition. Documentation of work, website creation, and professional gallery practices are introduced. Studio fee.

**ART 499C SENIOR PROJECT III**

3 credits. Prerequisite: Enrolled in BA degree, 18 credits in area of emphasis. This course focuses on an advanced project based in the student's area of emphasis. Students are required to defend their artwork in written and oral assignments. Their project will terminate in a group exhibition. Studio fee.

**BIOLOGY**

*College of Arts & Sciences*

**BIO 103 HUMAN BIOLOGY**

3 credits. Prerequisite: College-level science placement or science practicum as a co-requisite. 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 104 INTRODUCTION TO HUMAN NUTRITION**

3 credits. Student will use inquiry-based activities to attain skills in assessing their health status and practicing a healthy lifestyle. While working with free software (choosemyplate.gov) for healthy behavioral changes students will explore nutrients, human metabolism, and energy balance to facilitate changes toward pursuing goals that promote sound life-long behaviors.

**BIO 105 BIOLOGY FOR EVERYDAY LIFE**

4 credits. Introductory biology for non-majors which emphasizes the connections between biology and everyday life. Topics include scientific inquiry, chemistry of life, cells, genetics, evolution, human biology, diversity of living organisms, and ecology. On-line format includes video lectures and on-line discussion groups. Students will conduct thirteen lab activities in their home or dorm.

**BIO 112 GENERAL BIOLOGY I**

4 credits. Prerequisite: College-level science placement or science practicum as a co-requisite. 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. Offered every 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 prerequisite for upper level biology courses. Course introduces the diversity of life through a phylogenetic survey of major taxa in the three domain classification system. Laboratories introduce the morphology of representative living organisms. Three lecture hours and

three laboratory hours per week. Offered spring semester. Lab fee.

**BIO 171 PRINCIPLES OF WILDLIFE MANAGEMENT**

3 credits. Prerequisite: College-level science placement or science practicum as a co-requisite 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 200 RESEARCH METHODS IN BIOLOGY**

3 credits. Prerequisite: Mat 201. Students will develop skills in analysis of scientific literature, biological experimental design, using spreadsheets to organize, summarize, and graph data, data analysis, oral and written communication skills, and ethical considerations in research.

**BIO 240 ANIMAL SCIENCE**

4 credits. Prerequisite: Bio 113. An overview of animal science useful to students interested in agriculture or veterinary animal care. Topics include human-animal interactions, breeding and genetics, parasites and diseases, and anatomy and physiology of reproduction, digestion, growth, and aging in companion and production animals. Three lecture and three laboratory hours per week. Lab fee.

**BIO 261 HUMAN ANATOMY & PHYSIOLOGY I**

4 credits. Prerequisite: Bio 112. 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 include: tissues and cardiovascular, endocrine, excretory, skeletal (with joints), and muscular systems. Three lecture hours; two laboratory hours per week. Fall semester. Lab fee.

**BIO 262 HUMAN ANATOMY & PHYSIOLOGY II**

4 credits. Prerequisite: Bio 261. The second semester of the two-semester se-

quence (Bio 261, 262) on the structure and function of the human body. Topics include the nervous, including somatic and special sense, digestive, immune, reproductive, and integumentary systems. Three lecture hours; two laboratory hours per week. Spring semester. Lab Fee.

**BIO 300 HUMAN NUTRITION**

3 credits. Prerequisite: Bio 112 or Chy 111. 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 303 CELL BIOLOGY**

3 credits. Prerequisite: Bio 113. This course will explore the inner workings of the cell including the structure and function of membranes and organelles, signaling through receptors, intracellular vesicle trafficking, cell-cell communication and the extracellular matrix, the cytoskeleton, the cell cycle and apoptosis, and current topics. Primary literature and cell variety will be emphasized.

**BIO 306 COMPARATIVE PHYSIOLOGY**

4 credits. Prerequisite: Bio 113. This course will focus on a comparison of the physiological strategies which invertebrate and vertebrate animals use to overcome the differing challenges they face during survival. Topics will include obtaining energy, removing wastes, cellular communication, and maintenance of homeostasis. Lecture and laboratory components. Lab fee.

**BIO 309 PLANT BIOLOGY**

4 credits. Prerequisite: Bio 113. A lecture and laboratory course which presents a survey of plant anatomy, physiology, development, diversity, and interactions with the environment. Three lecture hours per week and one three hour laboratory. Labs may include local field trips. Offered spring semester of even years. Lab fee.

**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 315 EVOLUTION**

3 credits. Prerequisite: Bio 113. This course presents an overview of biological evolution. Students will discuss the scientific evidence for evolution as well as compare mechanisms and models of evolution from a molecular to organismal level. An emphasis will be placed on analysis, discussion, and presentation of scientific information.

**BIO 316 GENERAL MICROBIOLOGY**

4 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 221 and Co-req Chy 222. Course presents an introduction to biochemistry with topics concerning functional groups, proteins and other biomolecules, thermodynamics of chemical reactions, enzyme structure, kinetics and regulation, energy metabolic pathways and signal transduction. Laboratory techniques include enzyme rate measurement, protein purification and immunology techniques. Three lecture

hours and three laboratory hours per week. Lab fee.

**BIO 336 NEUROBIOLOGY**

Prerequisite: Bio 261 or Bio 306 or permission of instructor. Introduces structure and function of the mammalian nervous system with emphasis on humans. The peripheral and central nervous systems are studied using anatomical, physiological, and behavioral approaches. Offered odd year Spring semesters. Lab fee.

**BIO 350 GENETICS**

4 credits. Prerequisite: Bio 113. Using active-learning approaches, students explore molecular and classical genetics topics including DNA and protein synthesis, mutations, cell reproduction, Mendelian and non-Mendelian inheritance, gene mapping, chromosome abnormalities, human genetic disease, epigenetics, RNA function, genome sequence, and genetic engineering. Labs emphasize molecular biology techniques, preparing students for optional short course at Mt. Desert Island Biology Laboratory. 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 368 GENETICS AND GENOMICS FOR HEALTHCARE PROFESSIONALS**

2 credits. Prerequisite: Bio 100 or 261, 262. This course will expose you to the important role that genetics and genomics can play in medical decisions, practices and applications. It presents an overview of the field of genetics and genomics with a focus on health care professions. Course originates from UMFK, online for nursing students only.

**BIO 400 BIOLOGY SENIOR PROJECT**

3 credits. Prerequisite: Bio 200. Students will develop a project proposal that incorporates the scientific research pro-

cess and results in written work (grant proposal, curriculum documents, or other written work) and an oral presentation to a scientist or science educator audience.

**BIO 402 PATHOPHYSIOLOGY**

3 credits. Prerequisite: Bio 262. Students will study the abnormal, diseased physiological processes, examine altered cell functions, injury and death. Students will gain knowledge in the body systems and inability of diseased systems to maintain homeostasis. Other topics include inflammation, immunity, neoplasia, adaptations of the body to stress and aging

**BIO 410 ADVANCED TOPICS IN ECOLOGY**

3 credits. Prerequisite: Ecy 355. A seminar style course that focuses on topics in ecology combining discussion and analysis of primary literature with a field-based ecological research project. Students will complete individual components within a broader project, including experimental design, data collection and analysis, and written and oral communication of the topic studied. Course can be repeated for a maximum of 6 credits, provided the topic is different.

**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 495 BIOLOGY INTERNSHIP**

3 credits. Prerequisite: Bio 200; Biology major or minor with junior or senior standing. Supervised field experience in a biological or biomedical setting in which students gain career-relevant exposure and training. A minimum of ninety hours of experience, bi-weekly meetings with faculty advisor, reflection assignments, final written assignment and oral presentation.

**BIO 499 BIOLOGY SENIOR THESIS**

3 credits. Prerequisites: Bio 200, senior standing, and proposal to be submitted to the biology program committee 30 days prior to first day of semester. Biology majors who have already conducted substantial research work with a faculty mentor will write a senior thesis and orally present this work at a department seminar. Literature review, experimental design, data collection and analysis, thesis writing and revision, and presentation will be conducted with faculty mentor oversight.

**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 107 INTRODUCTION TO BUSINESS AND ECONOMICS**

3 credits. This course will introduce students to the role and function of a business enterprise and how it operates in our modern legal, political, social and economic environment. Topics include management, accounting, finance, economics with and analysis of individual markets for decision-making, marketing, and operations



**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 141 INTRODUCTION TO PROJECT MANAGEMENT W/MICROSOFT PROJECTS**

3 credits. Introduction to Project Management will present the foundational skills needed to have an immediate impact on projects. Microsoft Project will be used with an emphasis on practical application in the workplace. This course will also provide the skills needed to be an effective member and leader of project teams.

**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/COM 210 ORGANIZATIONAL COMMUNICATION**

3 credits. This course explores essential oral communication skills for professional settings. Students will develop proficiencies relevant for leadership, conflict resolution, debate, group inter-

actions, group facilitation, and decision making. Applications will include various forms of message delivery, such as presentations, impromptu speaking activities, and simulations of common professional communication scenarios.

**BUS 220 MANAGERIAL ACCOUNTING**

3 credits. Prerequisite: 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 240 CHANGE MANAGEMENT**

3 credits. This course will analyze the forces that drive organizations to change, examine impediments to change, and survey a range of approaches for making organizational change more effective. This course provides practical skills for managing and leading change in your personal life and within any organization.

**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 260 LEADERSHIP**

3 credits. This course focuses on understanding the nature of leadership in professional environments. Students will examine the characteristics, roles, and functions of an effective leader allowing them to lead and manage change successfully. Major theories of leadership are discussed and students will learn to think critically about best practices and applications.

**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 335 ORGANIZATIONAL BEHAVIOR**

3 credits. Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior in organizations at the individual, interpersonal, team and organizational levels. Students will gain an awareness and knowledge of contemporary issues and approaches to organizational communication and change facing organizations.

**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 343 PROJECT RISK AND COST MANAGEMENT**

3 credits. Prerequisite: Bus 141. This course will cover the Risk and Cost Management process as defined by the PMBOK. In this course, we will cover defining risk, planning for risks, responding to risks, and the proper methods for risk monitoring and controlling. Other topics covered will include project cost and managing the project budget.

**BUS 345 DATABASE MANAGEMENT**

3 credits. Co-requisite: 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, cor-

porate 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 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 376 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 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 378 FEDERAL TAXATION II**

3 credits. Prerequisite: Bus 220. This course teaches the complex tax concepts of corporate, partnership, and estate and trust taxation.

**BUS 400 PROJECT MANAGEMENT APPLICATIONS**

3 credits. Prerequisite: Bus 343. Service learning opportunity to apply project management skills. Experience work on a project opportunity for a real organization. This course provides students with the opportunity to utilize their communication, teamwork, critical thinking, and project management skills to assist a local organization with an initiative of importance.

**BUS 401 ADVANCED PROJECT MANAGEMENT APPLICATIONS II**

3 credits. Prerequisite: Bus 400. Continued service learning opportunity to apply project management skills. Experience work on a project opportunity for a real organization. This course provides students with the opportunity to implement a project for an organization, while utilizing communication, change management, teamwork, critical thinking, and project management skills.

**BUS 405 MIS SPECIAL TOPICS**

3 credits. Co-requisite: 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. Operations management focuses on the use of six sigma methodology in both the manufacturing and service industries. Topics will include introducing students to the DMAIC steps for process improvement, while having the ability to apply those steps through a service learning project with a real organization.

#### **BUS 440 BUSINESS ANALYTICS**

3 credits. Prerequisite: Bus 244. This course focuses on the development and delivery of predictive data analysis for strategic decision making in organizations. Students will apply the principles and tools to real-world problems, enabling them to integrate their knowledge of business intelligence in their careers and is essential to their performance and competitive advantage.

#### **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 469 STRATEGIC PROFESSIONAL COMMUNICATION**

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 489 BUSINESS POLICY & STRATEGY**

3 credits. Integrates the functions of marketing, finance/accounting, operations, human resources, and information systems into a coherent whole using the concept of "strategy".

#### **BUS 495 BUSINESS INTERNSHIP**

3-6 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: College-level science placement or science practicum as a co-requisite. 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. 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.

**COMMUNICATIONS**

*College of Arts & Sciences*

**COM/BUS 210 ORGANIZATIONAL COMMUNICATION**

3 credits. This course explores essential oral communication skills for professional settings. Students will develop proficiencies relevant for leadership, conflict resolution, debate, group interactions, group facilitation, and decision making. Applications will include various forms of message delivery, such as presentations, impromptu speaking activities, and simulations of common professional communication scenarios.

**COMPUTER SCIENCE**

*College of Arts & Sciences*

**COS 103 INTRODUCTION TO INFORMATION TECHNOLOGY**

4 credits. Explores common information technologies and their application. Examines computer based applications including operating systems, file managers, word processors, electronic spreadsheets, database management systems, presentation graphics, electronic communication tools and search tools. Develops competence in locating, interpreting, analyzing, synthesizing, evaluating, and communicating information in both print and electronic media.

**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 a comprehensive overview of U.S. criminal justice; its components, processes, and terminology as well as the relationships and issues internal and external to the criminal justice system. Historical and current context is investigated with regard to policies and problems in community relations, criminal law, law enforcement, courts, and corrections.

**CRJ 111 LAW ENFORCEMENT PHYSICAL TRAINING**

1 credit. This course provides students with physical training and endurance techniques to meet the Maine Criminal Justice Academy physical testing entrance standards.

**CRJ 130 PHILOSOPHIES AND ETHICS OF SOCIAL CONTROL**

3 credits. Prerequisite: A passing score on both the reading and writing placement tests or successful completion of Eng 100 or Eng 101, or a non-degree seeking student. This course introduces fundamental principles of significant social control philosophies and the resulting major theoretical approaches toward explaining and controlling behavior. This investigation plays particular attention to sources of morality and ethical principles, as well as behavioral and ideological deviations and defiance. Students practice applying course information through their efforts in explaining a variety of behavioral examples.

**CRJ 201 CANADIAN CRIMINAL JUSTICE**

3 credits. Prerequisite: Crj 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. The Canadian system will also be compared to the American system.

**CRJ 215 DRUG POLICY**

3 credits. Prerequisite Crj 100. This course explores the discourses, representations and responses to drug use by the Criminal Justice System. A history of changing policy regarding various types of drug use is combined with an examination of current micro, mezzo and macro criminal justice responses to drug crises in both the US and other countries.

**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 230 RESEARCH METHODS IN CRIMINAL JUSTICE**

3 credits. Prerequisites: Crj 100, Eng 100/101. This course provides an introduction to the sociological study of crime and its attempted control. Specifically, issues such as definitions of crime, theories of crime, crime and the media, formal and informal reactions to criminal behavior, and the political economy of the US criminal justice system.

**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 230 and Soc 230. This course will give the student an all-encompassing overview of juveniles as they relate to the criminal justice system. Theories, philosophies, and policies are examined in context of juvenile delin-

quency causation and reduction efforts.

**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: Crj 230 and Soc 230. This course is designed to engage students in active learning about the topic of violence against women. Through a survey of literature on various issues within this topic as well as a service learning project, the current state of knowledge and recommended interventions will be connected with real life experiences in Aroostook County and beyond.

**CRJ/SOC 372 POLICE AND POLICING**

3 credits. Prerequisites Crj 230 and Soc 230. This course examines the social, structural and historical foundations of modern policing. Primary analysis is placed on the function of law enforcement in relation to crime prevention and control, and police-community relations.

**CRJ/SOC 376 PUNISHMENT AND CORRECTION**

3 credits. Prerequisites: Crj 230 and Soc 230. This course provides an overview of the history of punishment as a social action and the development of the prison as an institution. A review of the current state of US corrections and the expansion of penal institutions in the US over the past three decades is combined with various special topics within punishment and corrections.

**CRJ/SOC 377 RESTORATIVE JUSTICE AND COMMUNITY-BASED CORRECTIONS**

3 credits. Prerequisites: Crj 230 and Soc 230. The course focuses on restorative justice tenets and policy implications. The history of probation, parole and other community-based sentencing

options are examined relative to their potential for increased use of restorative justice practices.

**CRJ/SOC 378 WOMEN AND CRIME**

3 credits. Prerequisites: Crj 230 and Soc 230. This course explores the discourses, representations and responses to female deviance and criminality in the Criminal Justice System. Particular attention is focused on portrayals of, and reactions to, women who commit non-traditional offenses, and the implications this has in the study of gender.

**CRJ 430 CRIME CONTROL POLICIES**

3 credits. Prerequisite: Senior Standing. In this course the student is exposed to analysis of ideologies, assumptions, and performance of crime control policies in the United States. Crime control policies and their implications will be examined from several perspectives: Administration, Police, Courts, and Corrections.

**CRJ/SOC 496 FIELD EXPERIENCE IN CRIMINAL JUSTICE/SOCIOLOGY**

3, 6 or 12 credits. Prerequisites: Junior or senior standing and instructor permission. Supervised field experience in a criminal justice or social service agency. Course can be taken for variable credit (3 or 6 hours) determined by hours completed at the field site. Course can be taken for 12 credit hours when student is completing full law enforcement academy training. Courses may be repeated for up to 18 credits.

**CRJ 499 CRIMINAL JUSTICE PORTFOLIO**

This is a non credit capstone assessment course. Students submit a senior portfolio with evidence illustrating proficiency in 8 program learning outcomes as well as a service learning experience. Co-requisite SOC 430.

**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 200. 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 economics 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 macroeconomics 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 Professional Programs*

**EDU 152 INTRODUCTION TO EDUCATION**

3 credits. Prerequisite: none. A study of the psychological, sociological, and historical foundations of education and an examination of current educational trends, policies, and programs. Areas of study include teaching as a career, educational aspects of diversity, multiple intelligences and teaching strategies, forms of assessment, proficiency-based education, and an introduction to state and national standards. Fee.

**EDU 153 FOUNDATIONS OF EDUCATION**

3 credits. Prerequisite: Edu 152 or instructor permission. A study of the social, political, philosophical, economic, and legal foundations of contemporary education and an examination of current educational trends, policies, and programs. Areas of study include teaching as a career, school laws, governance of schools, school problems, educational ideologies, and development of an educational philosophy. This course requires the completion of a semester-long clinical field experience.

**EDU 200 THE LEARNER AND THE LEARNING PROCESS**

3 credits. Prerequisites: Edu 152 and Psy 100. Prerequisite for Phe: 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/SED 222 GUIDING POSITIVE BEHAVIOR**

3 credits. Prerequisite: Edu 200. This course focuses on instructional models and methods for modifying student misbehavior. Characteristics of students with behavioral challenges and interventions will be explored. Student-centered preventative strategies with an emphasis on improving social skills are emphasized. Collaborative teaming, family involvement, and culturally responsive teaching approaches are discussed.

**EDU/SED 232 LANGUAGE DEVELOPMENT IN EXCEPTIONAL LEARNERS**

3 credits. This course will provide students with an understanding of language development from birth to early adulthood (both typical and atypical) and the effects of language delays and disorders on cognitive/affective performance. Theory and practical activities will provide a context for working with children with exceptionalities in school settings.

**SWK/EDU 250 CHILD WELFARE - APPLICATIONS FOR EDUCATION & SOCIAL WORK**

3 credits. This course is designed as an introduction to human services with children, youth, and families with emphasis on the education and social work settings. The concepts of child abuse and neglect are introduced. Service learning and child observation techniques will be used to review child welfare services and methods.

**EDU 261 EDUCATIONAL TECHNOLOGY IN THE CLASSROOM**

3 credits. Prerequisite: Edu 200. Practical experience incorporating technology into the instructional process and an examination of issues relevant to the role of technology in public schools. Educational software is used to develop, implement, and assess classroom lessons. Assignments include a broad range of creative technology use in educational settings.

**EDU 305 DESIGNING AND MAINTAINING 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 311 ASSESSMENTS OF THE YOUNG CHILD**

3 credits. Explores developmentally appropriate and culturally responsive assessment strategies for physical, cognitive, social, and emotional development birth through eight years. Students will learn to utilize formal/informal instruments for formative/summative evaluations of children. Students will develop skills in using assessments to develop appropriate

programs, environments, and activities in early childhood settings.

**EDU/SED 322 INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION**

3 credits. Prerequisites: Edu 310, Edu 387 and Sed 212. Explores methods of teaching students with special needs, highlighting effective strategies such as direct/indirect instruction, interactive instruction, experiential learning, independent study and customized learning. Response to Intervention, Positive Behavioral Interventions, Assistive Technology, and Universal Designed Instruction will also be covered.

**EDU/SED 332 PROGRAM PLANNING AND CURRICULAR ADAPTATION FOR EXCEPTIONAL LEARNERS**

3 credits. Prerequisites: Edu 310, Edu 387, Sed 212. This course covers the organization and planning process for students with disabilities, including the IEP process, IEP development, and writing goals and objectives. Topics include writing behavioral objectives, instructional management, and specialized practices for accommodating and modifying the curricular needs of students with disabilities.

**EDU 341 INFANT TODDLER DEVELOPMENT**

3 credits. Examines the needs of infants/toddlers regarding the development of cognition, language, motor skills, social abilities, and family-child relations. Students will explore various theoretical perspectives on infant/toddler development and discuss current issues and challenges associated with the overall well-being of infants/toddlers. This course introduces developmentally appropriate practices for infant/toddler programs.

**EDU 348 SECONDARY METHODS OF INSTRUCTION IN BIOLOGY**

3 credits. Prerequisite: Edu 310. The course focuses on strategies and approaches central to teaching secondary Biology content to 21st century learners. The goal will be to develop educators capable of meeting the diverse demands of teaching Biology effectively in grades

7-12. Challenges related to teaching and learning in the student's major field will be emphasized to facilitate improved instructional design, implementation and assessment.

**EDU 349 SECONDARY METHODS OF INSTRUCTION IN ENGLISH**

3 credits. Prerequisite: Edu 310. Focuses on strategies and approaches central to teaching secondary English content to 21st century learners. The goal will be to develop educators capable of meeting the diverse demands of teaching English effectively in grades 7-12. Challenges related to teaching and learning will be emphasized to facilitate improved instructional design, implementation and assessment.

**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 310. 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 310 and Edu 387. This course explores strategies, 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, and cooperative teaching in educating students who may be at risk or with a disability.

**EDU 354 EARLY CHILDHOOD LITERACY**

3 credits. Early Childhood Literacy introduces research-based perspectives on early literacy acquisition during Birth-Grade 3. This course emphasizes the integration of oral language, vocabulary, alphabet knowledge, phonological awareness, word and print awareness, and writing for teaching young children's early language and literacy skills, considering both cognitive and sociocultural perspectives.

**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 360 SCIENCE FOR THE YOUNG CHILD**

3 credits. This course examines the development of scientific concepts and scientific thinking processes in children from birth to eight years. Focusing on the constructivist theory, this course emphasizes the types of learning experiences which encourage the young child's exploration and development of the fundamental concepts, attitudes, and skills in science. Students will learn to facilitate young children's engagement in developmentally appropriate science activities.

**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 364 CONTENT-AREA LITERACY**

3 credits. Prerequisite: Edu 310. Designed to develop knowledge of current theory and methods in teaching literacy across the curriculum, with emphasis on strategy instruction in order to integrate the teaching of content-focused

reading, writing, speaking and thinking skills with a focus on proficiency-based instruction. Required of all Secondary Education majors.

**EDU 366 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL**

3 credits. Prerequisites: Edu 310 and Mat 166. Designed to acquaint students with the foundations of teaching mathematics and to explore content, strategies, materials, organizational structure, and assessment procedures.

**EDU 367 NUMERACY FOR THE YOUNG CHILD**

3 credits. This course introduces research-based perspectives of early numeracy acquisition during early childhood from birth to eight years. Students will explore theories of emergent numeracy and recommendations by the National Association for the Education of Young Children, the Maine Early Learning Guideline Standards, and the Common Core State Standards regarding numeracy learning. Students will learn developmentally appropriate numeracy instruction integrating mathematics content and methodology in the area of emergent numeracy.

**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 372 SOCIAL STUDIES FOR THE YOUNG CHILD**

3 credits. Provides students with theoretical perspectives about developmentally appropriate experiences that help young children inquire about communities of the world, their history, and their backgrounds. This course emphasizes young children's social studies as a process that prepares individuals to live in groups and to develop systems that support democratic living.

**EDU 373 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL**

3 credits. Prerequisite: Edu 310. 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 376 TEACHING HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**

3 credits. Prerequisites: Edu 310 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 378 CREATIVITY IN THE CLASSROOM: ARTS-INTEGRATED CURRICULUM**

3 credits. Prerequisite: Edu 310. Examines theories on creativity, creative arts, and creative people. Students will learn how to utilize materials and media used in creative arts to facilitate creative, artistic, and playful learning which can be applied to different subjects including but not limited to literacy, mathematics, science, and social studies in educational settings. This course meets the Creative Arts requirement of Endorsement 081.

**EDU 379 SECONDARY METHODS OF INSTRUCTION IN MATHEMATICS**

3 credits. Prerequisite: Edu 310. Focuses on strategies and approaches central to teaching secondary mathematics content to 21st century learners. The goal will be to develop educators capable of meeting the diverse demands of teaching math effectively in grades 7-12. Challenges related to teaching and learning in the student's major field will be emphasized to facilitate improved instructional design, implementation and assessment.

**EDU/Sci 382 STEM**

3 credits. Prerequisites: Edu 310 or permission of instructor. Students will deliver science, technology, or engineering activities with youth in local out of school/after school or in-school learning environments. Students will receive

specialized training in experiential learning, youth development and risk management, and will also be trained to use prepackaged curricula and materials (provided). Evaluation of the experience for both students and the youth they serve will be expected.

**EDU 387 TEACHING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE CLASSROOMS**

3 credits. Prerequisite: Edu 310 or permission of instructor. 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 389 SPECIAL TOPICS IN EDUCATION**

1-6 credits. Prerequisite: Edu 310 or permission of instructor. 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/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 PRACTICUM IN EDUCATION**

3 credits. Prerequisite: Semester prior to Edu 495; permission of instructor. Observation and participation including sequential teaching in a K-12 setting in preparation for student teaching.

**EDU 396 FIELDWORK IN TEACHING PHYSICAL EDUCATION**

3 credits. Twenty (20) hours of actual teaching and supervision of youngsters in a physical education setting at the elementary and/or secondary level.

**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/SED 490 CAPSTONE IN TEACHER EDUCATION**

2 credits. Prerequisite: Concurrent with EDU 495 or permission of instructor. This capstone culminating experience for Education majors will focus on integrating knowledge and reflection insights garnered from their core professional educational and field experiences. Contemporary education issues and pedagogical challenges will be examined in preparation for career exploration. Students will complete a professional portfolio and initiate employment search activities.

**EDU 495 STUDENT TEACHING**

12 credits. Prerequisite: please see Eligibility for Student Teaching. Fifteen weeks of observation and teaching under supervision of cooperating teacher and university supervisor. Special workshops, conferences, and group discussions are held to provide assistance to student teachers.

**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 encour-



aged. 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: Appropriate placement score or successful completion of Eng 100. 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 postmodernist 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 sub-continent. 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 308 STUDIES IN SHORTER FICTION**

3 credits. Prerequisites: Eng 151, 211, or equivalent. Consideration of theory and practice in shorter fiction. Reading and analysis of short stories and novellas. Focus varies, and may include development of the short story, experimental short stories, or specific authors.

**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. Course may be repeated for a total of 6 credits provided the topics are different.

**ENG 312 FICTION WRITING WORKSHOP**

3 credits. Prerequisite: 3 credits. Prerequisite: Eng 211. A workshop in which students write, read, and discuss fiction. Course may be repeated for a total of 6 credits provided the topics are different.

**ENG 313 CREATIVE NONFICTION WORKSHOP**

3 credits. Prerequisite: Eng 211. Extensive writing and reading of literary non-fiction such as memoir, personal essay, narrative essay, literary journalism, travel writing, science writing, and nature/environmental writing. Course may be repeated for a total of 6 credits provided the topics are different.

**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/ART 316 CONTEMPORARY FILM**

3 credits. Advanced study in contemporary film. Films screened will range from 1970 to present day. This course is a topics course and may be repeated for a total of six credits provided the topics are different.

**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 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, Cathie Pelletier, Richard Russo, Monica Wood, Elizabeth Strout, 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. Course may be repeated for a total of 6 credits provided the topics are different.

**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: College-level science placement or science practicum as a co-requisite or a non-degree seeking student. 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: College-level science placement or science practicum as a co-requisite 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: College-level science placement or science practicum as a co-requisite 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: College-level science placement or science practi-

cum as a co-requisite 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 200 PRINCIPLES OF SUSTAINABLE AGRICULTURE**

3 credits. This course will cover ecological, economic, and political factors that impact sustainable agriculture. Case studies will be investigated in order to illustrate the challenges, obstacles, and successes of transitioning to sustainable agriculture practices. An emphasis will be placed on fundamental sustainability components that support local farmers, economies, communities, and ecosystems.

**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.

**ENV 210 SOIL SCIENCE**

4 credits. Prerequisites: CHY 111, any college level chemistry, or instructor permission. Considers the physical and chemical properties of soil, as well as their development, classification, and management for environmental quality. Practical laboratory exercises provide hands-on experience quantifying physical properties and soil chemistry.

**ENV 220 INTEGRATED PEST MANAGEMENT**

3 credits. Students will develop abilities to apply a variety of information to pest management that optimizes effectiveness while minimizing negative impacts to humans, ecosystems or pest resistance.

Economic thresholds, pest sampling and measurement, natural predators, biological control, conventional pesticides and case studies of local agriculture practices will be emphasized.

**ENV 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 structure, geodatabase creation and ma-

nipulation, 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 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.

**EXERCISE SCIENCE**

*College of Professional Programs*

**EXS 101 INTRODUCTION TO EXERCISE SCIENCE**

3 credits. This course will cover the historical perspective of exercise science, 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.

**EXS 210 GROUP EXERCISE INSTRUCTION**

3 credits. Students will be provided the opportunity for acquisition of practical skill and instruction methods in various group exercise activities. Emphasis is placed on physiological principles related to group exercise as well as choreography, safety and modification for diverse populations. Current group exercise trends and research are explored.

**EXS 225 STRENGTH TRAINING AND CONDITIONING TECHNIQUES**

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 gain-

ing strength, power and athletic performance.

**EXS 246 INTRODUCTION TO ASSESSMENT**

4 credits. Students will develop knowledge, skills and abilities needed for basic assessments of the human body. The students will learn the signs and symptoms of common sport injuries. Three hours of lecture and two of labs per week. Fee.

**EXS 274 STRUCTURAL KINESIOLOGY**

3 credits. Prerequisite: Bio 261 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.

**EXS 340 PREVENTION AND EMERGENT CARE IN SPORT**

3 credits. This course will develop skills in the prevention and assessment of acute care of athletic injuries, emergency planning, interaction with emergency medical service, etiology, signs and symptoms and common medical emergencies in sports including environmental and mental health emergencies. A BLS certification in first aid, CPR, and AED from the American Heart Association included. Fee.

**EXS 342 ADVANCED ASSESSMENT**

4 credits. Prerequisites: Bio 261 and Exs 246. A lecture and laboratory course in which the students will develop the knowledge and skills needed to assess the human body. The students will develop a more in depth knowledge of the signs and symptoms of injuries to the physically active population. Fee

**EXS 343 CORRECTIVE EXERCISE**

4 credits. Prerequisite: Exs 225 and Exs 246 with co-req Bio 262. Students will explore current trends in corrective exercise and analysis of those techniques and trends. Students will be given the opportunity to develop and implement plans for specific conditions. Three lecture hours and two laboratory hours per week. Fee.

**EXS 375 PHYSIOLOGICAL ASSESSMENT AND EXERCISE PRESCRIPTION**

3 credits. Prerequisites: Exs 274, Exs 381 and concurrent enrollment in Exs

382. Course investigates physiological test selection, administration, and interpretation. Exercise prescription based on test results and interpretation is covered.

**EXS 381 BIOMECHANICS**

3 credits. Prerequisite: Bio 261. 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.

**EXS 382 PHYSIOLOGY OF EXERCISE**

credits. Prerequisites: Bio 261, Bio 262, Embraces study of human physiological reaction, regulation, and adaptation to exercise. Laboratory experiments serve to verify or refute hypotheses in problem-solving situations.

**EXS 388 PRACTICUM IN EXERCISE SCIENCE**

3 credits. Prerequisite: permission of instructor. Student engages in an approved practical experience relating to exercise science. Students will analyze and integrate knowledge, skills, and abilities into actual client care supervised by qualified personnel.

**EXS 405 EXERCISE SCIENCE CAPSTONE**

1 credit. Prerequisite: permission of instructor. Course will be an integration and refinement of experiences with the application of knowledge obtained in previous requirements. Theoretical case studies and problem solving scenarios are the basis upon which critical thinking and skill development are enhanced in preparation for employment and the certification exams. (Spring). Fee.

**EXS 425 SCIENCE OF STRENGTH AND CONDITIONING**

3 credits. Prerequisite: Bio 261. The course examines the advanced methods and techniques associated with the design of strength and conditioning programs enhancing human performance in sport and fitness. This course is designed to enhance students' current level of knowledge in preparation for the National Strength and Conditioning Association (NSCA) Certified Strength and Condi-

tioning Specialist (CSCS) certification.

**EXS 487 ORGANIZATION AND ADMINISTRATION IN HEALTH CARE**

3 credits. This course will provide the student with the necessary knowledge and skills to manage an exercise science 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.

**EXS 496 FIELD WORK EXPERIENCE IN EXERCISE SCIENCE**

3-9 credits. Prerequisite: permission of instructor. Intended to be a meaningful experience under supervision and guidance that explores employment opportunities in student's emphasis area.

**FIRST-YEAR SEMINAR**

*Interdisciplinary*

**FYS 100 FIRST-YEAR SEMINAR**

1 credit. This course is designed to promote successful transition to the college environment; therefore, it is required of all students with fewer than 12 credit hours of coursework earned from an accredited college or university, exclusive of AP, CLEP or dual enrollment credit. Discussion and experiential learning help orient the student to all aspects of the campus and college milieu.

**FYS 150 FIRST YEAR LEARNING COMMUNITY**

1-12 credits. Learning communities are variable credit courses, designed and organized around a theme or subject of inquiry that learners investigate through multiple disciplinary, interdisciplinary, and cross-disciplinary perspectives. Courses provide opportunities to connect personal, academic, and civic responsibilities by building critical thinking, communication, collaboration, and analytic skills. Courses may include seminar, discussion, or group projects along with traditional lectures and assignments.

## 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. Recommended for students with no prior French language experience.

### **FRE 102 FRANÇAIS ÉLÉMENTAIRE II: ELEMENTARY FRENCH II**

3 credits. Continuation of Fre 101. Emphasis on French and French culture. Recommended for students with prior French language experience (i.e., high school coursework or lower level French language college credit).

### **FRE 201 FRANÇAIS INTERMÉDIAIRE: INTERMEDIATE FRENCH**

3 credits. Prerequisites: Fre 102 or permission of instructor. 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 every day 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. Specialized 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*

### **GEY 112 FUNDAMENTALS OF GEOLOGY**

4 credits. Prerequisite: College-level science placement or science practicum as a co-requisite. 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.

### **GEY 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 sub disciplines of sedimentology, geomorphology, and surficial geology representing an interdisciplinary study of the natural sys-

tems 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 scientific evidence based knowledge and skills in assessing their wellness, practicing a healthy lifestyle, and setting and pursuing goals for a wellness behavior change. Focus will be 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 century 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 184 ZOMBIES IN AMERICAN POPULAR CULTURE**

3 credits. This course examines the African origins of Voodoo Zombies, their entrance into American popular culture and their transformation into today's flesheaters. Topics context include American and Caribbean slavery, American Imperialism, the Cold War and fear of pandemics. The overarching themes are cultural diffusion, colonialism, imperialism and globalization.

**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 con-

centration requirements for European history.

**HTY 314 EGYPT, ISRAEL AND THE ANCIENT NEAR EAST**

3 credits. Surveys ancient civilizations in Egypt, Israel and the Ancient Near East. 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 development 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 350 U.S. ENVIRONMENTAL HISTORY**

3 credits. Prerequisite: 100- or 200-level history course. Examines relationships between 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 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 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 United States 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 451 HISTORY OF THE OLD SOUTH**

3 credits. Prerequisite: 100-level Hty or permission of instructor. Examines the U.S. South from pre-contact through the Civil War and Reconstruction. Themes include modernity, sectionalism, and regional identity. Topics include Native American societies, colonial politics and social structure, the origins of slavery, antebellum politics, slavery and the plantation economy, plain folk, and women.

**HTY 452 HISTORY OF THE NEW SOUTH**

3 credits. Prerequisite: 100-level Hty or permission of instructor. Examines the U.S. South from the Civil War and Reconstruction through the present. Themes include change and continuity between Old South and New South,



Civil War memory, and regional identity. Topics include Jim Crow, populism, women, Appalachia, industrialization, the New Deal and World War II, and the Civil Rights Movement.

**HTY 453 SLAVERY IN LATIN AMERICA**

3 credits. Prerequisite: 100-level Hty or permission of instructor. Examines slavery in Latin America from Spanish and Portuguese colonization in the sixteenth century through abolition in the nineteenth century. Topics include Native American and African labor, the slave trade, the economics of slavery, the Roman Catholic Church, Atlantic World revolutions, slave resistance and rebellion, and legacies of slavery.

**HTY 454 SLAVERY IN THE UNITED STATES**

3 credits. Prerequisite: 100-level Hty or permission of instructor. Examines the origins and consolidation of slavery in the United States from the colonial period through its demise in 1865. Themes and topics include indentured servitude, the idea of race, the economics of slavery, slave culture and slave resistance, and slavery's role in causing the Civil War

**HTY 456 FILMS OF THE COLD WAR**

3 credits. Prerequisite: 100-level Hty or permission of instructor. Examines popular films as artifacts which both reflected and reinforced Cold War ideologies. Topics include film noir, gender roles, fear of communism, fear of atomic attack, and U.S. foreign policy during several distinct phases of the Cold War.

**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 postglacial 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 101 BASIC STATISTICS**

3 credits. Prerequisite: College-level

math placement or math practicum as co-requisite. 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: College-level math placement or math practicum as co-requisite. 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: College-level math placement or math practicum as co-requisite. Elementary Education majors only. Continuation of Mat 111 with emphasis on selected topics from algebra and geometry. Offered spring semester.

**MAT 117 COLLEGE ALGEBRA**

3 credits. Prerequisite: College-level math placement or math practicum as co-requisite. Mat 117 focuses on variables, functions, and equations involving functions. Topics include general concepts of functions and properties of power, quadratic, polynomial, rational, exponential, and logarithmic functions, as well as corresponding equations.

**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 meth-

ods of integration, indeterminate forms, infinite numerical and function series, power series, and Taylor and Maclaurin 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 166 CONCEPT-BASED MATHEMATICS FOR ELEMENTARY CLASSROOM TEACHERS**

3 credits. Prerequisite: sequenced in first semester of enrollment in the College of Education. Designed to strengthen foundations, conceptual understanding, procedural skill/fluency, and ability to apply math to solve problems. Shifts required by Common Core standards are promoted through deeper focus on concepts, skills and problem solving in addition/subtraction, multiplication/division, whole numbers/fractions, ratios/proportional relationships, early algebraic expressions/equations, rational numbers, and linear algebra and functions.

**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. This course uses logic to study, in a unified manner, mathematical structures of algebraic, order, topological, and metric types as well as structure-preserving mappings. Concrete examples such as real and complex number fields are examined as applications.

**MAT 274 LINEAR ALGEBRA**

3 credits. Prerequisite: Mat 131. An introduction to vector spaces, sub-spaces, linear dependence and independence, bases, linear transformations and their matrix representations, dual spaces, eigenvalue problem, spectral theorems of linear operators, and scalar-product spaces. Emphasis is placed upon finite-dimensional vector spaces over the field of real numbers.

**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. Prerequisites: Mat 131 and Mat 274. 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 chosen. Course is offered in the spring semester of odd years or upon request.

**MAT 335 TOPICS IN ANALYSIS**

3 credits. Prerequisites: Mat 231 and Mat 274. Possible topics include, but not limited to, complex analysis, geometric analysis, and partial differential equations. Course may be taken for credit more than once, as different topics are

chosen. 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 100 CLINICAL CHEMISTRY I**

3 credits. Prerequisites: Admission to the MLT Program or permission of the instructor. Topics include: laboratory math, quality control, theory of instrumentation, carbohydrates, electrolytes, mineral balance, renal function, lipids and arterial blood gases. Emphasis will be placed on the lab analysis of blood using spectrophotometers and correlation of laboratory test results with normal physiology and disease states. Course originates from UMPI. Fee.

**MLT 103 PHLEBOTOMY**

2 credits. Prerequisite: Admission to the MLT Program or permission of the instructor. Orientation to the field of medical laboratory including professionalism and ethics, laboratory safety, and medical terminology. 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. Offered first summer of the Program. Course originates from UMA.

**MLT 104 PHLEBOTOMY PRACTICUM**

1 credit. Prerequisites: MLT 103 and permission of the instructor. Practicum in phlebotomy utilizing the laboratory facilities and staff at the University of

Maine at Presque Isle and clinical affiliated hospitals. The fundamentals of specimen collection, specimen processing and handling with a minimum performance of 100 successful unaided blood collections including venipuncture and skin punctures will be performed. Offered first summer of the Program.

#### **MLT 105 URINALYSIS**

3 credits. Prerequisites: Admission to the MLT Program. The course prepares students to perform a complete urinalysis, which includes physical, chemical and microscopic analysis. Topics explore anatomy and physiology of the urinary system and its functions, urine formation and the procedures used in analysis of urines and body fluids, and the correlation of abnormal findings with disease states. Offered first summer of the Program. Course originates from UMPI. Fee.

#### **MLT 203 CLINICAL CHEMISTRY II AND IMMUNOLOGY**

3 credits. Prerequisite: MLT 100 or permission of the instructor. Topics include: the analysis of proteins, enzymes, laboratory markers of cardiac damage and function, liver function, hormones, therapeutic drug monitoring, toxicology and body fluids. Emphasis will be placed on the correlation of laboratory test results with normal physiology and disease states. Course originates from UMPI. Fee.

#### **MLT 204 CLINICAL MICROBIOLOGY**

4 credits. Prerequisites: MLT 105, 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 2-day intensive labs and/or review sessions. Course originates from UMA.

#### **MLT 205 IMMUNOHEMATOLOGY**

4 credits. Prerequisite: MLT 206 or permission of the instructor. Fundamentals of immunohematology with emphasis on antigens and antibodies of ABO, Rh and other blood group systems, antibody identification, pre-transfusion practices, donor screening, preparation of compo-

nents and adverse effects of transfusion. Routine serological tests and quality control are included. Four intensive labs and/or review sessions. Course originates from UMPI. Fee.

#### **MLT 206 HEMATOLOGY/COAGULATION**

4 credits. Prerequisites: MLT 105, MLT 203 or permission of the instructor. Identification of blood cell types and their enumeration of body fluids. Various red cell and white cell disorders are discussed. Coagulation including routine coagulation tests, coagulation disorders, and anticoagulant therapy is covered. Three intensive labs and/or review sessions. Offered second summer of the Program. Course originates from UMA.

#### **MLT 395 HOSPITAL PRACTICUM**

12 credits. Prerequisites: MLT 100-206. A supervised clinical practicum in hematology, coagulation, blood banking, serology, urinalysis, clinical chemistry, and microbiology utilizing the laboratory facilities and staff at various clinical affiliates around the state.

## **NURSING**

### *College of Professional Programs*

#### **NUR 200 INTRODUCTION TO PROFESSIONAL NURSING**

2 credits. Requisite: GPA 2.5 or higher. Co-requisite: Nur 201L or Nur 202L or Nur 212L. This course introduces the student to professional nursing: career and employment opportunities, the history and scope of nursing, communication, theories and theorists, critical thinking, the nursing process, legal and ethical issues inherent in nursing practice. Further, the course provides students with opportunities to practice professional nursing skills and to participate in professional nursing activities.

#### **NUR 201L FUNDAMENTAL SKILLS OF NURSING LAB I**

1 credit. Requisite: GPA 2.5 or higher. Nursing Skills Lab: This fundamental skills lab will assist students to develop cognitive and psychomotor skills for nursing the adult client in an acute or long-term care setting.

#### **NUR 202L FUNDAMENTAL SKILLS OF NURSING LAB II**

1 credit. Requisite: GPA 2.5 or higher. Nursing Skills Lab: assists students to develop cognitive and psychomotor skills for nursing the adult client in an acute or long-term care setting.

#### **NUR 230 PROMOTING PERSONAL HEALTH AND WELLNESS**

3 credits. Requisite: GPA 2.5 or higher. Co-requisite: Nur 201L or Nur 202L or Nur 212L. This course enables students to be informed, responsible, respectful, and capable when making decisions affecting their own wellbeing or when assisting their patients. The multiple dimensions of health and wellness (e.g., personal, social, economic, environmental, political) are examined. Personal and professional activities promoting health and preventing illness for oneself and the public, based on theoretical and evidence-based practice, are also included. Values and principles central to legal and ethical nursing practice are presented as is the importance of self-care to promote ethical and legal nursing practice. Personal and public values related to health and wellness are also discussed.

#### **NUR 302 PHARMACOLOGY**

3 credits. Requisite: GPA 2.5 or higher. Prerequisite: Bio 261, 262. This course introduces intermediate pharmacology concepts including prototype drugs in major drug categories, potential drug actions and interactions, nursing process in therapeutic drug administration, and legal implications. It also addresses physiologic and psychological effects of drugs on various developmental and cultural groups. Active participation by students is critical. Key concepts are utilized to assist the student in developing an understanding of essential principles of pharmacology including but not limited to: pharmacokinetics, pharmacodynamics, pharmacogenomics, distribution, metabolism, and approaches to the therapeutic management of clients.

#### **NUR 309 HOLISTIC HEALTH ASSESSMENT**

4 credits. Requisite: GPA 2.5 or higher.

Prerequisite: Bio 261, 262, Nur 200, 230, 309L. Prepares students with the knowledge, attitude, and skill needed to complete a detailed health history interview and comprehensive health assessment. With a focus on wellness, individual adult health status will be assessed, including physical, emotional, cultural, spiritual factors, from which appropriate nursing diagnoses may be derived.

**NUR 309L HOLISTIC HEALTH ASSESSMENT LAB**

1 credit. Requisite: GPA 2.5 or higher. Allows students the opportunity to develop their role as provider of safe and effective patient-centered care by building the knowledge, attitude, and skills required of health assessment and analysis of health findings.

**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. Students will analyze various ethical theories, including virtue, utilitarian, and deontological approaches.

ories, 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/POS 303 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.

**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.

**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*

**PHE 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 gymnastics will be taught. In addition, the students will learn cooperative games appropriate for school age children.

**PHE 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.

**PHE 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 op-

opportunities to teach skills of one or more of the activities.

**PHE 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.

**PHE 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. Fee.

**PHE 172 LIFEGUARD TRAINING**

2 credits. Prerequisite: Pass swim pre-test. The purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. Pool Fee.

**PHE 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.

**PHE 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.

**PHE 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.

**PHE 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 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, website development and implementation, critiquing internet websites, promotion of physical education programs in the school and instructional methodology and programmatic assessment.

**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. Fee.

**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.

**PHYSICAL THERAPIST ASSISTANT**

*College of Professional Programs*

**PTA 100 INTRODUCTION TO PHYSICAL THERAPY**

2 credits. Prerequisite: Must be admitted to the PTA program. This course introduces the profession of physical therapy including history, scope of practice and role of the PT and PTA. Practice settings, communication in health care, safety standards, current trends in PT, ethics, documentation, foundation concepts in therapeutic exercise, and guidelines for understanding health care literature will also be discussed. Fee.

**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 muscle strength and joint ROM testing from an orthopedic perspective. Goniometric joint measurement and manual muscle testing techniques will be the focus of this course.

**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 include documentation in physical therapy, wheelchair and assistive device management, function training and foundational therapeutic exercise, palpation and basic massage.

**PTA 202 THERAPEUTIC MODALITIES FOR THE PTA**

3 credits. Prerequisite: Pta 106. Students will identify and describe indications, contraindications and biophysics of physical agents and demonstrate clinical application of agents that reduce pain and aid in the healing process.

**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**

4 credits. Prerequisite: Completed first semester PTA technical coursework. Course builds upon the student's foundation in neuroscience and provides a greater breadth and depth of knowledge in neuroanatomy, physiology, and pathology. The course emphasizes a strong lab component where students demonstrate proficiency in the knowledge and skills needed to implement physical therapy interventions for the neurologically impaired patient.

**PTA 210 CLINICAL EDUCATION SEMINAR**

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 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 PROFESSIONAL DEVELOPMENT SEMINAR**

2 credits. Prerequisite: Successful completion of first two semesters of PTA technical coursework. The seminar is primarily intended to help students prepare for the national PTA board exam and de-

velop professional skills for a successful career and lifelong learning. Students will complete a professional development plan and present service learning/capstone research projects.

**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.

**PHYSICS**

*College of Arts & Sciences*

**PHY 153 GENERAL PHYSICS I**

4 credits. Prerequisites: Mat 131 or instructor permission. 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 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 303 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).

### **POS 310 ENERGY LAW & POLICY**

3 hours. This course overviews the law and public policy framework of energy extraction and production. Topics include ownership of energy raw materials and relevant constitutional and international law. Also the role of the federal government in regulating energy, including health and safety, environmental protection, and energy security goals, and contrasting regulatory strategies.

### **POS 320 ENERGY PROJECT DEVELOPMENT**

3 credits. Prerequisite: Pos 310 or instructor permission. This course overviews how energy extraction and production projects are planned, developed and implemented. Case studies of energy projects are employed to explain the life-cycle of energy projects, inclusive of site selection, business financing, and complying with legal and regulatory requirements.

### **POS 332 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 335 MODERN POLITICAL THOUGHT**

3 credits. This course examines in depth several of the most profound and influential political theorists of the modern age including Hobbes, Locke, Rousseau, Kant and prominent 19th and 20th century critics. Major emphasis will be upon the content of their theories, but also consideration of their relevance to an understanding of contemporary politics.

### **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 Hy 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/HY 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/HY 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/HY 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 493 POLITICAL SCIENCE CAPSTONE SEMINAR**

1 credit. Prerequisite: Senior-level standing. A research-oriented seminar designed to integrate student’s prior knowledge and strengthen lifelong learning skills.

## 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 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 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 profes-

sional 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 310 SPORTS & EXERCISE PSYCHOLOGY**

3 credits. This course focuses on psychological variables related to performing well in sports and maintaining a healthy lifestyle. Specifically, motivational, social, personality, cognitive, behavioral and physiological perspectives will be related to athletic performance and healthy behavior. Moreover, an evidence-based perspective will be emphasized when evaluating techniques in the literature

**PSY 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 350 SPECIAL TOPICS IN PSYCHOLOGY**

3 credits. Prerequisite: Psy 100. Explores special topical areas within psychology for further explanation of topics beyond that possible in other existing

courses. Students in collaboration with an instructor may fashion course to meet needs and interests of those involved. Course may be repeated twice if topic is different or at an advanced level from that previously taken by individual students.

**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 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 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 404 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 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 475 HISTORY & 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 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 AND 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 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. Fee.

**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. Fee.

**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. Fee.

**REC 372 CLIMBING II: ADVANCED SKILLS AND PRACTICES**

3 credits. Prerequisite: Rec 364. This course requires the student to explore advanced climbing skills both at the indoor climbing wall and at outside climbing sites. This course serves as a foundation for the student who wants to climb independently or prepare for PCIA climbing instructor certification in top rope climbing.

**REC 374 WILDERNESS EXPEDITION SKILLS**

4 credits. Prerequisites: Rec 234, 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 back country living while on the trail. This course requires students to participate in an extended backpacking trip. Fee.

**REC 495 INTERNSHIP**

6 credits. Prerequisite: Permission of the 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 ac-

tivities in Russia. Language instruction focuses on Russian history and culture.

## SCIENCE

*College of Arts & Sciences*

### **EDU/SCI 382 STEM**

3 credits. Prerequisites; Candidacy, junior status or permission of instructor. Students will deliver science, technology, or engineering activities with youth in local out of school/after school or in-school learning environments. Students will receive specialized training in experiential learning, youth development and risk management, and will also be trained to use prepackaged curricula and materials (provided). Evaluation of the experience for both students and the youth they serve will be expected.

### **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/EDU 250 CHILD WELFARE - APPLICATIONS FOR EDUCATION & SOCIAL WORK**

3 credits. This course is designed as an introduction to human services with children, youth, and families with emphasis on the education and social work settings. The concepts of child abuse and neglect are introduced. Service learning and child observation techniques will be used to review child welfare services and methods.

### **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. Co-requisite: 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 380 SOCIAL WORK METHODS AND PRACTICE WITH FAMILIES**

3 credits. Prerequisite: Swk 200 preferred, but not required. The course integrates knowledge, values and skills as

applied to families and family subsystems. A variety of approaches to interventions with diverse family systems are surveyed.

**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, as 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 410 SOCIAL WORK RESEARCH**

3 credits. Prerequisite: Swk 200; Co-requisite: Psy 311 or permission of instructor. This course will present topics that reflect social work practice concerns in a rapidly changing world of human needs and the impact on social and economic justice. Students will engage in policy analysis, research, reflection and discourse. Qualitative methods will be used to conduct a research project.

**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 492A SENIOR SEMINAR I**

3 credits. Co-requisite: Swk 494A. This course will utilize a comprehensive approach to develop students’ professional abilities, knowledge, skills, values, methods and practice as a social worker. The student’s aptitude and emotional readiness for a career in social work will be discussed.

**SWK 492B SENIOR SEMINAR II**

3 credits. Co-requisite: Swk 494B. This course is a continuation of Swk 492A. This course will utilize a comprehensive approach to develop students’ professional abilities, knowledge, skills, values, methods and practice as a social worker. The student’s aptitude and emotional readiness for a career in social work will be discussed.

**SWK 494A SENIOR FIELD I**

6 credits. Co-requisite: Swk 492A. Prerequisite: Swk 315. The first of a two course series with students completing a

total of 500 hours at a designated agency/organization under the supervision of a designated field instructor. Field Practicum places students in an environment to gain experience using the methods, knowledge, skills and values from the social work curriculum.

**SWK 494B SENIOR FIELD II**

6 credits. Co-requisite: Swk 492B. Prerequisite: Swk 494A. The second of a two course series with students completing a total of 500 hours at a designated agency/organization under the supervision of a designated field instructor. Field Practicum places students in an environment to gain experience using the methods, knowledge, skills and values from the social work curriculum.

**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 100, Crj 130, Eng 100 with a C- or higher OR Eng 101. This course provides an introduction to the sociological study of crime

and its attempted control. Specifically, issues such as definitions of crime, theories of crime, crime and the media, formal and informal reactions to criminal behavior, and the political economy of the U.S. criminal justice system will be explored within both historical and critical perspectives.

**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/psychological 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/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 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: Crj 230 and Soc 230. This course is designed to engage students in active learning about the topic of violence against women. Through a survey of literature on various issues within this topic as well as a service learning project, the current state of knowledge and recommended interventions will be connected with real life experiences in Aroostook County and beyond.

**SOC/CRJ 372 POLICE AND POLICING**

3 credits. Prerequisites: Crj 230 and Soc 230. This course examines the social, structural and historical foundations of modern policing. Primary analysis is placed on the function of law enforce-

ment in relation to crime prevention and control, and police-community relations.

**SOC/CRJ 376 PUNISHMENT AND CORRECTION**

3 credits. Prerequisites: Crj 230 and Soc 230. This course provides an overview of the history of punishment as a social action and the development of the prison as an institution. A review of the current state of US corrections and the expansion of penal institutions in the US over the past three decades is combined with various special topics within punishment and corrections.

**SOC/CRJ 377 RESTORATIVE JUSTICE AND COMMUNITY-BASED CORRECTIONS**

3 credits. Prerequisites: Crj 230 and Soc 230. The course focuses on restorative justice tenets and policy implications. The history of probation, parole and other community-based sentencing options are examined relative to their potential for increased use of restorative justice practices.

**SOC/CRJ 378 WOMEN AND CRIME**

3 credits. Prerequisites: Crj 230 and Soc 230. This course explores the discourses, representations and responses to female deviance and criminality in the Criminal Justice System. Particular attention is focused on portrayals of, and reactions to, women who commit non-traditional offenses, and the implications this has in the study of gender.

**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; Postmod-

ernism and Cultural Criminology. Each theory is evaluated for actual and potential criminal justice policy consequences.

**SOC/CRJ 496 FIELD EXPERIENCE IN CRIMINAL JUSTICE/SOCIOLOGY**

3, 6 or 12 credits. Prerequisites: Junior or senior standing and instructor permission. Supervised field experience in a criminal justice or social service agency. Course can be taken for variable credit (3 or 6 hours) determined by hours completed at the field site. Course can be taken for 12 credit hours when student is completing full law enforcement academy training. Courses may be repeated for up to 18 credits.

**SPANISH**

*College of Arts & Sciences*

**SPA 101 ELEMENTARY SPANISH I**

3 credits. Basic skills in Spanish with emphasis on speaking and listening comprehension. 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 Professional Programs*

**SED 212 SPECIAL EDUCATION LAW**

3 credits. This course will review the United States and State of Maine Special Education statutory and regulatory foundations. This will include an overview of judicial interpretations and other legal issues surrounding the entitlement of educational services to students with disabilities.

**SED/EDU 222 GUIDING POSITIVE BEHAVIOR**

3 credits. Prerequisite: Edu 200. This course focuses on instructional models and methods for modifying student misbehavior. Characteristics of students with behavioral challenges and interventions will be explored. Student-centered preventative strategies with an emphasis on improving social skills are emphasized. Collaborative teaming, family

involvement, and culturally responsive teaching approaches are discussed.

**SED/EDU 232 LANGUAGE DEVELOPMENT IN EXCEPTIONAL LEARNERS**

3 credits. This course will provide students with an understanding of language development from birth to early adulthood (both typical and atypical) and the effects of language delays and disorders on cognitive/affective performance. Theory and practical activities will provide a context for working with children with exceptionalities in school settings.

**SED 312 ASSESSMENT IN SPECIAL EDUCATION**

3 credits. Prerequisites: Edu 387 and Sed/Edu 222. Educational assessment methods and procedures used in decision-making and program planning for students with mild/moderate disabilities including those from culturally or linguistically diverse backgrounds will be examined. This will include rules and procedures mandated by the Individual with Disabilities Education Act and Maine Special Education Regulations.

**SED/EDU 322 INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION**

3 credits. Prerequisite: Edu 387. Explores methods of teaching students with special needs, highlighting effective strategies such as direct/indirect instruction, interactive instruction, experiential learning, independent study and customized learning. Response to Intervention, Positive Behavioral Interventions, Assistive Technology, and Universal Designed Instruction will also be covered.

**SED/EDU 332 PROGRAM PLANNING AND CURRICULAR ADAPTATION FOR EXCEPTIONAL LEARNERS**

3 credits. Prerequisites: Edu 310, Edu 387, Sed 212. This course covers the organization and planning process for students with disabilities, including the IEP process, IEP development, and writing goals and objectives. Topics include writing behavioral objectives, instructional management, and specialized practices for accommodating and modifying the curricular needs of students with disabilities.

**SED/EDU 352 COLLABORATION & CONSULTATION IN GENERAL AND SPECIAL EDUCATION**

3 credits. Prerequisites: Edu 310 and Edu 387. This course explores strategies, 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, and cooperative teaching in educating students who may be at risk or with a disability.

**SED 396 SPECIAL EDUCATION PARAPROFESSIONAL FIELD EXPERIENCE**

6 credits. Prerequisites: Cumulative Grade Point Average 2.50, completed 40 credit hours of which 15 credits are in the Special Education Requirements, completed State of Maine Fingerprinting and other appropriate background checks. A 200 hour supervised individual experience in a special education setting designed to give students an opportunity to observe and participate in teaching individuals with special needs. Students will be expected to participate in workshops, conference and group discussions as directed by the field experience supervisor.

**SED/EDU 490 CAPSTONE IN TEACHER EDUCATION**

2 credits. Prerequisite: Concurrent with Edu 495 or permission of instructor. This capstone culminating experience for Education majors will focus on integrating knowledge and reflection insights garnered from their core professional educational and field experiences. Contemporary education issues and pedagogical challenges will be examined in preparation for career exploration. Students will complete a professional portfolio and initiate employment search activities.

**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.

**WOMEN'S STUDIES***College of Arts & Sciences***WST 101 INTRODUCTION TO WOMEN'S STUDIES**

3 credits. Prerequisite: Eng 100 with a grade of Grade C- or higher or Eng 101 or equivalent. An interdisciplinary course posing critical questions of gender identity within society. The primary goal of this course is to provide historical context to the feminine place in social spheres such as family, employment,

medicine, sexuality, culture, race, and law. Students will analyze issues, questions, debates, and culture, both historical and contemporary, through written assignments and class discussion. ★

# *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. 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.

The University provides reasonable accommodations to qualified individuals with disabilities upon request.

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). Generally, 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, amend-

ments, 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 background 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. 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.

The campus and community boast numerous recreation facilities for indoor and outdoor fun. On campus Park Fam-

ily Field hosts the men's and women's soccer teams. The men's and women's basketball teams and the volleyball team use historic Wieden Hall for practice and games. For outdoor enthusiasts there are also cross country running trails, a nature trail, a high ropes course, an 18 hole disc golf course, 6 lighted tennis courts, and in the winter an ice rink. For indoor recreation there are intramural basketball leagues, aerobics and fitness classes, a climbing wall, an indoor track, weight room, and 6 lane pool in Gentile Hall. Gentile Hall is also home of the UMPI Outing Club which organizes trips focused on climbing, rafting, boating, camping, and just about anything else you can do on the water or in the woods.

Aroostook State Park, Big Rock (downhill skiing), and numerous cross country ski trails and ATV trails are a short drive from campus. The Nordic Heritage

Center is a world class cross country ski facility that hosts the UMPI Ski team for four season training. The Forum in Presque Isle hosts the UMPI hockey club team. The baseball and softball teams utilize the excellent fields at Presque Isle high school for their outdoor practice and games. The UMPI Golf team uses the Presque Isle Country Club for practice and also hosts the UMPI Invitational annually in September.

### **Campus Store**

The Campus Store offers a full line of emblematic clothing, glassware and novelty items. In addition the store has office supplies, personal toiletries snack food and basic technology items. Required textbooks may be ordered online at a kiosk located within the store, or from your personal device.

### **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 Alumni room, the University Credit Union, and large multi-purpose 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.

### **Center for Innovative Learning (CIL)**

The CIL is designed to support students and promote premier scholastic achievement and lifelong learning for the campus community. It contains the Learning Commons, which houses Student Support Services and Counseling, the Tutoring and Writing Center, areas for studying, relaxing, and conversations, Information Technology Services, the Reed Art gallery, group work spaces, a Computer Lab, and the Library.

### **Facilities Support Building**

Completed in spring 1990, this handicapped-accessible building houses the office of the Manager 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 and Switchboard, are located on the first floor of Kelley Commons.

### **Learning Commons (Tutoring and Writing Center)**

Student Support Services, in conjunction with the Learning Commons, offers subject area tutoring and writing assistance to all students for all UMPI courses via professional and peer tutors, individually and in small groups. If you are interested in receiving tutoring and/or writing assistance, please contact (207) 768-9611, or stop by the 1st floor of the CIL.

### **Preble Hall**

Preble Hall, which is handicapped accessible, is the major administrative building on campus. Offices located here include the President's Office, Provost's Office, Academic Affairs, Admissions,

University Advancement Office, University Services, Dean of Students & Testing Center, Student Financial Services, Registrar's Office, Upward Bound, Media & Community Relations, and Career Preparation & Employer 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 facilities, 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.



# Administration

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James H. Page

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Executive Director for University Advancement & External Affairs	Deborah Roark
Executive Director of Enrollment Management	Jason Towers
Associate Human Resources Partner	Melissa DeMerchant
Director of Admissions	Patricia Armstrong
Director of Athletics	Dan Kane
Director of Community & Media Relations	Rachel Rice
Director of Alumni Relations & Annual Giving	Craig Cormier

## ACADEMIC AFFAIRS

Dean, College of Arts & Sciences	Jason Johnston
Dean, College of Professional Programs	Barbara Blackstone
Director of Library Services	Roger Getz
Director of Houlton Center	Tracy Rockwell
Director of Reed Art Gallery	Hyrum Benson
Registrar	Alexander Myhre
Director of Early College Partnerships	David Murray

## STUDENT AFFAIRS

Interim Dean of Students	Vanessa Pearson
Director of Academic Advising	Lorelei Locke
Director of Career Readiness	Nicole Fournier
Director of Health Center	Linda J. Mastro
Associate Director of Housing and Residence Life	Donald Gibson
Director of Student Support Services	Mary Kate Barbosa
Director of Upward Bound	Darylen Cote
Coordinator of Campus Engagement & International Student Services	Violet Washburn

## CAMPUS PROGRAMS

Director of Campus Center	Lydia Kieffer-Till
Director of Student Financials	Christopher A.R. Bell
Director of Food Services	Ashley Jackson
Director of Facilities Management	Joseph Moir

# 2018-2019 *Academic Calendar*

## ***Fall 2018 Calendar***

Classes Begin	Tuesday	September 4, 2018
Last Day to Add a Class	Sunday	September 9, 2018
Convocation	Thursday	September 3, 2018
Last Day to Request Pass/Fail Option	Friday	September 4, 2018
Last Day to Drop a Class/University	Sunday	September 16, 2018
Fall Break Begins	Monday	October 8, 2018
Classes Resume	Wednesday	October 10, 2018
Application for Degree Filing Deadline (December 2018)	Monday	October 15, 2018
Mid-Term Grades Due	Wednesday	October 24, 2018
Last Day to Withdraw from a Class, Withdraw from the University, Request a Leave of Absence (With "W" Grade)	Monday	November 5, 2018
Priority Registration for Spring & Summer 2019 Begins	Monday	November 5, 2018
Open Enrollment for Spring & Summer 2019 Begins	Thursday	November 15, 2018
Veterans Day - Offices Closed, No Classes	Sunday	November 11, 2018
Thanksgiving Vacation Begins	Wednesday	November 21, 2018
Classes Resume	Monday	November 26, 2018
Application for Degree Filing Deadline (May and August 2019)	Friday	December 3, 2018
Last Day of Classes	Friday	December 14, 2018
Final Examinations Begin at 8 AM	Monday	December 17, 2018
Final Examinations End at 5 PM	Thursday	December 20, 2018

## ***Spring 2019 Calendar***

Classes begin	Tuesday	January 22, 2019
Last Day to Add a Class	Sunday	January 27, 2019
Last Day to Request Pass/Fail Option	Friday	February 1, 2019
Last Day to Drop a Class/University	Sunday	February 3, 2019
Presidents' Day - offices closed, no classes	Monday	February 18, 2019
Mid-Term Grades due	Wednesday	March 13, 2019
Spring Vacation begins	Monday	March 18, 2019
Classes resume	Monday	March 25, 2019
Last Day to Withdraw from a Class, Withdraw from the University, Request a Leave of Absence (With "W" Grade)	Monday	March 25, 2019
Priority Registration for Fall 2019 Begins	Monday	April 1, 2019
University Day*	Wednesday	April 10, 2019
Open Enrollment for Fall 2019 Begins	Thursday	April 11, 2019
Patriots' Day - Offices closed, Classes in session	Monday	April 15, 2019
Last Day of Classes	Friday	May 3, 2019
Final Examinations begin at 8 AM	Monday	May 6, 2019
Final Examinations end at 5 PM	Thursday	May 9, 2019
Commencement	Saturday	May 11, 2019

*\*Students presenting posters on April 9 will be excused from classes starting at 5 PM.*

*Class information is based on full semester classes. MaineStreet provides information on non-standard dated classes. Though every effort is made to ensure the accuracy of this calendar, it is possible that changes will be made after publication. Any changes to the Academic Calendar can be found at [www.umpi.edu/academics/calendar](http://www.umpi.edu/academics/calendar).*

# *Faculty & Staff*

# Faculty & Staff

## Faculty & Staff

*Date after each name indicates initial year of appointment.*

- ALLEN, LEA 2014; Assistant Professor of English; B.A., University of Maine at Presque Isle, 2000; Ph.D., Brown University, 2008.
- ARMSTORNG, TRICIA 2007, Director of Admissions; B.A., University of Maine at Presque Isle, 2000.
- BAKER, AMANDA, 2012, Academic Success Coach; B.S., University of Maine at Presque Isle, 2003.
- BAKER, PATRICK, 2011, Head Athletic Trainer; B.S., University of Maine at Presque Isle, 2008; M.S., Montana State University, 2009.
- BALI, SUKHWINDER, 2016, Assistant Professor of Sustainable Agriculture; B.S. Guru Nanak Dev University, 2005; M.S., Punjab Agricultural University, 2007; M.S., North Dakota State University 2016.
- BALL, JENNIFER 2018, Administrative Specialist; Certificate, Northern Maine Community College, 1992.
- BARBOSA, MARY KATE 2006, Director of Student Support Services; B.A., Middlebury College, 1990; M.S., University of New England, 2005.
- BELAIR, LEIGH 1994, Co-Director MLT Program of Maine and Assistant Professor of MLT; B.A., University of Maine, 1994; M.Ed., University of Maine, 2009; MT (ASCP) 1994.
- BELANGER, NOLA 1994, Administrative Specialist.
- BELL, CHRISTOPHER A.R. 1985, Director of Student Financials; B.A., University of Maine at Farmington, 1982.
- BENSON, HYRUM 2011, Associate 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.
- BLACKSTONE, BARBARA J. 1999, Dean, College of Professional Programs and Education; Associate Professor/Director Athletic Training Program; B.S., University of Maine at Presque Isle, 1991; M.S. United States Sports Academy, 2001.
- BLOOD, KEVIN BASIL JOSPEH, 2014, Media Services Technician CL1.
- BOUCHER, LAURIE 2014 Staff Associate; A.S. Northern Maine Technical College, 1995.
- BRETON, ZACHARY 2018, Administrative Specialist, B.A.S., Husson University, 2018.
- BRISSETTE, ERIC A. 2004, Webmaster.
- BROOKS, SARAH 2012, College Access Advisor, B.S., University of Maine, 1972.
- BROWN, SHEA 2018, B.L.S., University of Maine at Presque Isle, 2018.
- BRUSO, DAWN 2018, Houlton Higher Education Center Administrative Specialist, B.A., University of Maine at Presque Isle, 1998.
- BUTTERFIELD, VICTORIA 2018, Administrative Specialist, B.S., University of Maine at Presque Isle, 2018.
- BUZZA, JENNIFER 2018, Admissions Counselor, B.A.S., University of Maine at Presque Isle, 2018.
- 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.
- CHASE, APRIL, 2016, Assistant Director of Student Support Services; B.A., University of Maine at Presque Isle, 2006.
- CHASE, CATHERINE 2005, Student Support Services Science Lecturer; B.S., University of Vermont, 1979; M.S. California State University, 1987.
- COFSKE, MICHELLE 2006, Media Services Technician; A.A., University of Maine at Presque Isle, 2006.
- CORMIER, CRAIG 2018, Director of Alumni Relations and Annual Giving; B.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.
- DEFELICE JR., JOHN F. 2000, Associate Professor of History; B.A., Gordon College, 1991; M.A., 1994; Ph.D., Miami University, 1998.
- DEMERCHANT, MELISSA 2016, Associate Human Resources Partner; B.A., University of Maine at Farmington, 2004.
- DORSEY, CAROLYN 2009, Executive Director of CBE, Associate Professor of Business; B.S.B.A., Husson University, 1991; M.S.B., Husson University, 1995; M.S., Husson University, 2009.
- DURR, CHARLOTTE 2011, TRIO College Access Advisor; B.S., University of Maine at Farmington, 1966; M.S., University of Maine, 1996.
- EASLER, PAMELA A. 2013, Administrative Specialist; A.A.S., Northern Maine Community College, 2013.
- EMERY, STACEY 2012, Assistant Professor of Business; B.A. University of Maine at Presque Isle, 2006; M.A., Husson University, 2008.
- ERVIN, KENNETH 2015, Assistant Director of College Access; B.S. Franklin Pierce University, 1996; M.B.A., Franklin Pierce University, 2002.
- FARNHAM, SARA 2017, Director of IT Communications; AIT, Northern Maine Community College, 1991.
- FEINSTEIN, LARRY, 2014, Assistant Professor of Biology; B.S., Wright State University, 1999; Ph.D. Kent State University, 2012.
- FOSTER, LYNNELLE 2006, Assistant Bursar; B.L.S., University of Maine at Presque Isle, 2014.
- FOURNIER, NICOLE 2013, Director of Career Preparation and Employer Relations; B.S., University of Maine at Presque Isle, 2004.



- GARDINER, RICHARD 2006, Director of Gentile Hall; B.S., University of Maine at Presque Isle, 1981.
- GETZ, ROGER 2012, Director of Library Services; B.A. York College, 1993; M.L.S., Clarion University of Pennsylvania, 2005.
- GIBERSON, COREY 017, Facilities Maintenance Worker.
- GIBSON, DONALD 2016, Assistant Director of Housing & Residence Life; A.A., University of Maine at Presque Isle, 1998; B.A., University of Maine at Presque Isle, 1999.
- GIBSON, LORNE 2015, Associate Professor of Criminal Justice & Director of Planning and Assessment; B.A., Dakota Wesleyan University, 1995; M.A., University of South Dakota, 1998; Ed.D., University of South Dakota, 2004; Ph.D., South Dakota State University, 2007.
- GORDON, ALAN D. 1990, Lecturer of 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.
- GREEN, DAREN 2005, IT Specialist.
- GREENE, MICHELLE 2007, Library Specialist.
- HALE, PATTI, 2001 Administrative Specialist; A.A., Northern Maine Technical College, 1999.
- HALL, CALVIN 2011, TRIO College Access Advisor; A.S., Criminal Justice, University of Maine at Augusta, 1974; B.S., University of Maine, 1982; M.P.A., University of Maine, 1986.
- HARDING, JOHN 2014, Facilities Maintenance Supervisor.
- HASKELL, BRENDA, Equal Employment Opportunity; M.Div., Bangor Theological Seminary, 2003.
- HATHAWAY, MAXINE 1980, Administrative Specialist.
- HENDERSON, JEAN A. 1993, Counselor/Coordinator of Student Services; A.S., Northern Essex Community College, 1975; B.S., Merrimack College, 1981.
- HERZOG, TOMASZ 2006; 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, IT Operations Manager; A.S., Northern Maine Technical College, 1986; B.L.S., University of Maine at Presque Isle, 2013.
- HIGGINS, KATHRYN 2003, Administrative Specialist; A.A.S., Northern Maine Technical College, 2002; B.A.S., University of Maine at Presque Isle, 2013.
- HODGKINS, DEBORAH L. 1999, 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.
- HOWLETT, RICHARD 2014, Facilities Maintenance Worker, Mechanical Specialist.
- HUMPHREY, JANELLE 2016, Administrative Specialist; B.A. University of Maine at Presque Isle, 2012.
- JACKSON, NANCY 2000, Administrative Specialist; A.S., Northern Maine Technical College, 1985.
- JAMES, MITCHELL 1999, Facilities Maintenance Worker.
- JOHNSON, PAUL 2010, Associate Professor of Psychology; B.A., University of Southern Maine, 2000; M.S., University of Southern Maine, 2003; Psy.D., University of Southern Maine, 2008.
- JOHNSTON, JASON C. 2007, Dean, College of Arts & Sciences; Associate Professor of Wildlife Ecology; B.A., Bowdoin College, 1997; M.S., University of Delaware, 2001; Ph.D., University of Maine, 2007.
- JONES, KIMBERLY 2015, Director of Employer U, Assistant Professor of Business Management; B.A., University of Maine at Presque Isle, 1997; M.S., Husson University, 2009.
- KANE, DANIEL 2017, Athletic Director; M.S., University of Maine, 2014.
- KENNEDY, HEATHER I. 2007, Procurement Coordinator; A.A., Northern Maine Community College, 1997.
- KIEFFER-TILL, LYDIA 2017, Director of Campus Center; B.A., Paul Smiths College, 2015.
- KILCOLLINS, KEVIN 2006, IT Specialist.
- KNOPP, MICHAEL A. 1997, 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, IT Specialist; 3 A.A. Degrees, Northern Maine Technical College, 2000 & 2002.
- LAMBERT, BARBARA 1985, Administrative Specialist; A.S., Northern Maine Technical College, 1983.
- LEDUC, LISA R. 2002, 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.
- LOCKE, LORELEI 1992, Director of Advising; B.L.S., University of Maine at Presque Isle, 1990; M.Ed., University of Maine, 1999.
- LOWMAN, JACQUELYN 2006, Associate Professor of English; B.A., Connecticut College, 1993; M.A., University of Chicago, 1997; Ph.D., Michigan State University, 2004.
- LORD, BETHANY 2014, Senior Admissions Counselor; B.A. University of Maine at Presque Isle, 2014.

- 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.
- MALENFANT, WENDI 2015, Assistant Professor of Education; B.S., University of Maine at Presque Isle, 1993, M.S., University of Maine, 2011.
- MARGESON, ALANA 2016, Assistant Professor of Education, Director of the Center for Excellence in Teaching and Learning; M.S., St. Joseph's College of Maine, 2008.
- MARSTON, AARON 2012, Coordinator of Clinical Education in Athletic Training, Instructor of Athletic Training and Exercise Science, B.S., University of Maine at Presque Isle, 1997; M.S., Marshall University, 2003.
- MARSTON, KELI 2011, Fitness and Wellness Coordinator; B.S., University of Maine at Presque Isle, 1998; M.S., Marshall University, 2003.
- MASSE, KIM J. 2013, Mechanical Specialist HVAC.
- MASTRO, LINDA J. 1999, Director of the Health Center; R.N., Northern Maine Technical College, 1988; N.P., University of Pennsylvania, 1991.
- MCCARTNEY, KEVIN 1988, Professor of Geology; B.S., Virginia Polytechnic Institute and State University, 1976; M.S., 1981; Ph.D., Florida State University, 1988.
- MCDUGAL, SANDRA W. 2013, Administrative Specialist.
- MCGLINN, CAROL 2006, Assistant Director/Academic Coordinator Upward Bound; B.S., University of Maine at Presque Isle, 1992.
- MCLAUGHLIN, LINDA 2007, Administrative Specialist; A.S., Northern Maine Community College, 1995.
- MCPHERSON, ROWENA 2016, Coordinator of Graphic Design, Social Media and Photography; B.F.A., University of Maine at Presque Isle, 2014.
- MOIR, JOSEPH 2001, Director of Facilities Management.
- MORE II, WILLIAM J. 2009, Facilities Maintenance Worker.'
- MURRAY, DAVID 2018, Director of Early College Partnerships, M.F.A., Southern Illinois University, 1992.
- MYHRE, ALEXANDER 2016, Registrar; B.A., Dalhousie University, 2010.
- NICHOLS, NANCY 2011, Administrative Specialist; A.S., Thomas College, 1980.
- OSGOOD, ANN 2014, Associate Professor of Business; B.S., University of Maine at Machias, 1976; M.S., Husson College, 1993.
- OUELLETTE, JONATHAN 2014, Admissions Counselor; B.A. University of Maine, 2014.
- PAGE, SHARA ANNE 2006, Professional Advisor, College of Professional Programs; B.A., University of Maine at Presque Isle, 2004; M.S., University of Southern Maine, 2016.
- PARENT, TREVOR 2010, Recruitment and Retention Coordinator, Women's Soccer Coach; B.S., University of Maine at Presque Isle, 2007.
- PATENAUDE, VANESSA 2011, Associate 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, Interim Dean of Students; B.A., Elizabethtown College, 2008; M.A., Indiana University of Pennsylvania, 2010.
- PELKEY, DANIELLE 2014, Assistant Director of Financial Aid; B.S., University of Maine at Presque Isle, 2012.
- PIERCE, NANCY E. 2014, Financial Analyst; B.S., University of Southern Maine, 1989.
- PUCCI, LISA 2016, Administrative Specialist, B.S., University of Maine at Presque Isle, 2007
- PUTNAM, DAVID E. 2001, Assistant Professor of Science; B.A., University of Maine at Farmington, 1985; M.S., University of Maine, 1993.
- RICE, RACHEL 2007, Director of Community & Media Relations; B.A., University of Maine at Presque Isle, 2001.
- RICE, RAYMOND J. 1997, President & Provost; 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.
- ROARK, DEBORAH 2015, Executive Director of University Advancement; B.S., University of Maine, 1984; M.B.A., University of North Florida, 1992; Ed.D., Texas Wesleyan University, 2013.
- ROBINSON, JAY 1999, Facilities Maintenance Worker.
- ROCKWELL, TRACY 2015, Director, Houlton Higher Education Center; B.A., University of Southern Maine, 1993; M.S., Troy University, 1995;1999.
- ROE, JUDITH 2012, Associate Professor of Biology; B.A., Vassar College, 1979; M.S., George Washington University, 1982; Ph.D., Johns Hopkins University, 1990.
- ROLON, CHRISTOPHER 2011, Director and Associate 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. & B.L.S., University of Maine at Presque Isle, 1995; M.Ed., Rivier College, 2004.
- ROSS, WENDY 1998, Assistant Professor of Education, B.S., University of Maine at Presque Isle, 1988; M.Ed., University of Maine, 1999.

- RUSH, SHIRLEY 1998, Associate Professor of Social Work/Director, Bachelor of Social Work Program; B.A., California State University, 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, Lecturer of Physical Education; B.S., Slippery Rock University, 1983; M.Ed., Valdosta State University, 1992.
- SEBOLD, KIMBERLY R. 2000, Professor of History; B.A., University of Delaware, 1988; M.A., University of Delaware, 1990; Ph.D., University of Maine, 1998.
- SHARMA, LAKESH 2015, Assistant Professor of Sustainable Agriculture; B.S., Guru Nanak Dev University, 2005; M.S. Punjab Agricultural University, 2007; Ph.D., North Dakota State University, 2014.
- SHAW, BENJAMIN 2015, Chief Business Officer, B.A., University of Maine at Presque Isle; 2004; M.S., Husson University, 2009.
- SHAW, GAYLA 2012, Administrative Specialist.
- SHAW, GREGORY 1999, Facilities Maintenance Worker.
- SHAW, SARA 2016, Assistant Athletic Director; M.S., United States Sports Academy, 2015..
- 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.
- SOUcier, LEVI 2012, Facilities Maintenance Worker.
- STEVENS, JEFFREY 2005, Building & Grounds Maintenance Worker; B.S., University of Massachusetts, 1983.
- STEWART, V. JOHN 2006, Director of Student Teaching and Field Experience; B.A., University of Maine, 1968; M.A.T., University of Maine, 1970.
- SUTTON, DONALD 2010, Facilities Maintenance Worker.
- THOMAS, FREDERICK 2012, Manager of Regulatory Compliance/Director of Safety & Security; B.A., Thomas College, 1973; Maine State Criminal Justice Academy, 1979; Maine State Police Training Academy, 2006.
- THOMPSON, FRANKLIN V. 2002, Assistant Professor of Psychology; B.A., Pennsylvania State University, 1966; M.Ed., Kutztown State University, 1973; Ed.D., Lehigh University, 1981.
- TROMBLEY, DENISE 2003, Administrative Specialist; A.S., Mt. Ida College, 1990; B.S., Fitchburg State College, 1993.
- UDASCO, MARIA LUISA "LISA" 1997, Administrative Specialist; B.A., Texas Lutheran College, 1982.
- UNDERWOOD, DONNA 1979, Administrative Specialist.
- WANG, CHUNZENG 2005, Professor of Earth and Environmental Science; B.S., Guilin Institute of Technology, 1984; M.S., China University of Geosciences, 1989; M.Ph., City University of New York, 2000; Ph.D., City University of New York, 2001.
- WASHBURN, VIOLET 2017, Coordinator of Campus Engagement & International Student Services; B.A., SUNY Potsdam, 2010; M.S.Ed., Suny Potsdam, 2012.
- WASSON, RICKY 1988, Building Services Supervisor.
- WEATHERBEE, ERICKA 2016, Administrative Specialist; A.A., Northern Maine Community College, 2012.
- WHITAKER, ELIZABETH 2018, Accounting Support Specialist; B.S., University of Maine at Presque Isle, 2015.
- WHITE, DONNA 2008, Custodian II.
- WINSLOW, JESSICA 2005, Professional Advisor, College of Professional Programs; B.S., University of Maine at Presque Isle, 2004.
- WOODMAN, MARK 2011, Facilities Maintenance Worker.
- YORK, ROBERT 2018, Master Electrician.
- 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.
- ZUO, LI 2018, Assistant Professor of Biology, Ph.D.M.S., Ohio State University, 2002; Post Doctorate, Ohio State University, 2008.
- ZURAS, RICHARD L. 2001, Professor of English; B.A., George Mason University, 1990; M.A., M.F.A., McNeese State University, 1998. ★

## *Clinical Faculty*

### **MLT Faculty & Clinical Liaisons**

CRAIG, DAVID, MT (ASCP)

HAYS, MARIA, MLT (ASCP)  
 LEIGHTON, BILLIE-JO, MLS (ASCP)CM  
 LOWELL, SCOTT, MLS (ASCP)CM  
 McREAVY, HELEN, MT (HEW/HHS)

STACKHOUSE, KAREN, MLT (ASCP)  
 WARNER, SCOTT, MLT (ASCP)  
 WORTHLEY, JANA, MLT (ASCP)★

# Faculty Emeriti

- DR. RICK ASAM, Professor Emeritus of Communication.  
 DR. SUZANNE M. BEAUDET, Professor Emerita of Physical Education.  
 MR. E. CLIFTON BOUDMAN, Professor Emeritus of Art.  
 DR. HOLMES CHAPPELL, Associate Professor Emeritus of Education.  
 DR. RICHARD COHEN, Professor Emeritus of English.  
 DR. LEO-PAUL CYR, Professor Emeritus of Art Education.  
 DR. WILLIAM DAVIDHSOFER, Professor Emeritus of Political Science.  
 MS. CLARE EXNER, Professor Emerita of Business.  
 DR. GUY R. GALLAGHER, Professor Emeritus of French.  
 DR. STUART R. GELDER, Professor Emeritus of Bology & Zoology  
 DR. ROYAL L. GOHEEN, Professor Emeritus of ED/HPER.  
 DR. ANDREA GORMAN-GELDER, Professor Emerita of Biology.
- DR. LINDA GRAVES, Professor Emerita of Medical Laboratory Technology.  
 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. CHARLTON "CHAD" W. LODER, Associate Professor Emeritus of Biology & Ecology.  
 MISS JOSEPHINE F. MATTHEWS, Associate Professor Emerita of Education.  
 DR. DALE D. MORRIS, Professor Emeritus of Psychology.  
 MR. T. WILLIAM MORRISON, Associate Professor Emeritus of History.  
 MR. ROBERT MURRAY, Associate Professor Emeritus of Business.  
 DR. JAMES C. PAGE, Professor Emeritus of Education.  
 MS. KIM-ANNE PERKINS, Professor Emerita of Social Work.  
 DR. ROBERT PINETTE, Professor Emeritus of Biology.
- 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 Emerita of Psychology  
 DR. THEODORE R. SHIELDS, Professor Emeritus of Education.  
 DR. CHRISTINE L. STANDEFER, Professor Emerita of Physical Education.  
 DR. LUCILLE "LUCY" STROBLE, Professor Emerita of Health Education.  
 DR. KENNETH LEE TAYLOR, Professor Emeritus of English.  
 DR. REBECCA B. WANBAUGH, Professor Emerita of History.  
 DR. BONNIE WOOD, Professor Emerita of Biology. ★

# Adjunct Faculty

## Professional

### Staff/Adjunct Faculty

- Baker, Amanda  
 Baker, Patrick  
 Marston, Keli  
 Matthews, Mina  
 Nunez, Heather  
 Rockwell, Tracy

### Adjunct Faculty (PATFA)

*The Part-time Faculty Association of Maine (PATFA) represents part-time faculty teaching within the seven universities of the University of Maine System. Unit members are designated to Service Lists 1, 2 or 3, based on years of service.*

### Service List 3

- Andersen, Brent . . . . . Asst. Professor  
 Boudman, Clifton . . . . . Professor  
 Brewer, Natasha . . . . . Lecturer III  
 Cole, Leonard . . . . . Lecturer II  
 Delahunty, Krista . . . . . Lecturer II  
 Earl, Polly . . . . . Lecturer III  
 Ferrell, David . . . . . Lecturer III  
 Guidod, Debra . . . . . Lecturer III  
 Haley, John . . . . . Lecturer III  
 Howe, Karin . . . . . Lecturer III  
 Ivey, Melissa . . . . . Lecturer III  
 Ladner, Barbara . . . . . Lecturer III  
 Laforge, Jean-Paul . . . . . Lecturer II  
 Perley, Imelda . . . . . Lecturer III  
 Prescott, Lisa . . . . . Lecturer II  
 Shapiro, Ted . . . . . Lecturer III  
 Thompson, Frank . . . . . Asst. Professor

### Service List 2

- Ayoob, Carol . . . . . Lecturer I  
 Barton, Joan . . . . . Lecturer I  
 Coulter, Malcolm . . . . . Lecturer III  
 Cyr, Don . . . . . Lecturer III  
 Doheny, Carmen . . . . . Lecturer I  
 Eldershaw, Patricia . . . . . Asst. Professor  
 Ferris, Michelle . . . . . Lecturer I  
 Flaherty, Elizabeth . . . . . Asst. Prof.  
 Gallagher, Guy . . . . . Professor  
 Halvorson, Traci . . . . . Lecturer I  
 Harrigan, Kathleen . . . . . Lecturer I  
 Harrington, John . . . . . Lecturer III  
 Kierstead, Jr. Harold . . . . . Lecturer I  
 McNally, Kasey . . . . . Lecturer II  
 Murray, Ronald . . . . . Lecturer I  
 Nonken, Reed . . . . . Lecturer I  
 Pelletier, John . . . . . Lecturer I  
 Siddiqui, Javed . . . . . Lecturer III  
 Westerdahl, Carol . . . . . Lecturer II

**Service List 1**

Anderson, Leslie . . . . . Asst. Professor  
 Armstrong, Jeffrey . . . . . Lecturer I  
 Ashby, Jefferson . . . . . Lecturer III  
 Beaudet, Suzanne . . . . . Professor  
 Belyea, April . . . . . Lecturer I  
 Boma, Courtney . . . . . Lecturer I  
 Bradstreet, Wendy . . . . . Lecturer I  
 Day, Brian . . . . . Lecturer I  
 Dennis, John . . . . . Lecturer I  
 Deschaine, Lori . . . . . Lecturer I  
 Dobrin, Carson . . . . . Lecturer I  
 Drost, Ryan . . . . . Lecturer I  
 Dugal, Michael . . . . . Lecturer I  
 Gogain, Melissa . . . . . Lecturer I

Gorneault, Trudy . . . . . Lecturer I  
 Gover, Linda . . . . . Lecturer I  
 Greaves, Joseph . . . . . Lecturer I  
 Hannal, Rachael . . . . . Asst. Professor  
 Hitchcock, Jennette . . . . . Lecturer I  
 Katsman, Eugene . . . . . Lecturer I  
 Kornachuk, Mark . . . . . Lecturer I  
 Logue, Owen . . . . . Asst. Professor  
 Mahoney, Justin . . . . . Lecturer I  
 Major, Carey . . . . . Lecturer I  
 Mathes, Nadene . . . . . Lecturer I  
 Mishaan, Michelle . . . . . Asst. Professor  
 Morin, Julio . . . . . Lecturer I  
 Ouellette, Heather . . . . . Lecturer I  
 Perkins, Kim-Anne . . . . . Professor

Sleeper, Shannon . . . . . Lecturer I  
 Slike, Michelle . . . . . Lecturer I  
 Smith, Christine . . . . . Lecturer I  
 Standefer, Christine . . . . . Professor  
 Stanley, Megan . . . . . Lecturer I  
 Sullivan, Frank . . . . . Lecturer I  
 Surrette, Timothy . . . . . Lecturer I  
 Tidd, Bonita . . . . . Lecturer I  
 Tweedie, Tracy . . . . . Lecturer I  
 Ward, Shari . . . . . Lecturer I  
 Wheaton, Ryan . . . . . Lecturer I  
 White-McCall, Jane . . . . . Lecturer I  
 Winslow, Natasha . . . . . Lecturer I  
 Wolverton, Brad . . . . . Lecturer I  
 ★

**Dual Enrollment Partnering  
 Adjunct Faculty**

*Caribou High School (RSU #39) &  
 Caribou Regional Technology Center*

Atcheson, Ken  
 Bell, Jamie  
 Blais, Nicholas  
 Cote, Casey  
 Kirby, Andrew  
 Ladner, Allison  
 Levesque, Denise  
 Madore, Vanda  
 Nonken, Reed  
 Perreault, Kim

*Central Aroostook High School  
 (MSAD #42)*

Bell, Mindy

*Hodgdon Middle/High School  
 (MSAD #70)*

Garcia, Linda  
 Fitzpatrick, Brian  
 Lannon, Susan

*Houlton High School (RSU #29)*

Chase, Kathy  
 Fagnant, Heather  
 Mills, Nannette  
 Tweedie, Tim

*Presque Isle High School (MSAD #1)*

Argaves, Erin  
 Barnes, Jenn  
 Dobrin, Carson  
 Greaves, Joe  
 Grooms, Katalin  
 Hudson, Jeff  
 Knox, George  
 Powers, Zack  
 St. Pierre, Teri  
 ★

# *Search Terms* *Index*

# Index

- Academic Appeals – p. 36
- Academic Calendar – p. 168
- Academic Departments – p. 41-42
- Academic Forgiveness Policy – p. 36
- Academic Integrity Policy – p. 34
- Academic Programs – p. 42-57
- Academic Support Services – p. 19
- Adjunct Faculty – p. 174
- Administration – p. 167
- Admissions Standards – p. 3
- Admissions Standards for Selected Programs – p. 4
- Appeals, Academic – p. 36
- Application for Graduation – p. 31
- Athletic/Recreation Facilities – p. 164
- Attendance & Participation Policy – p. 25
- Auditing Courses – p. 28
- Block Transfer Agreement – p. 59
- Campus Center – p. 165
- Campus Map – p. 166
- Campus Store – p. 164
- Career Services – p. 19
- Caroline D. Gentile Hall – p. 165
- Center for Innovative Learning (CIL) – p. 165
- Certificate Programs – p. 121-122
- Class Level – p. 28
- Clinical Contracts – p. 163
- Clinical Faculty – p. 173
- Competency Based Education, YourPace – p. 57
- Counseling Services – p. 19
- Course Descriptions – p. 124-161
- Course Load – p. 35
- Course Numbering – p. 27
- Credit Hour Definition – p. 34
- Dean’s List – p. 35
- Declaring a Major – p. 27
- Directed Study – p. 28
- Directory Information Guidelines – p. 26
- Dismissal, Academic – p. 36
- Double Major – p. 30
- Dual Baccalaureate – p. 30
- Dual Enrollment Partnering Adjunct Faculty – p. 175
- Equal Opportunity Policy – p. 163
- Estimated Cost of Attendance – p. 6
- Exchanges, Student – p. 21
- Faculty & Staff – p. 170-173
- FERPA – p. 25
- Financial Aid – p. 12-18
- General Education Curriculum – p. 59-61
- General Education Learning Outcomes – p. 60-61
- Gentile Hall – p. 165
- GLOs – *see General Education Learning Outcomes*
- Good Standing – p. 35
- Grade Point Average (GPA) – p. 29
- Grading System – p. 29
- Graduation Participation Policy – p. 31
- Graduation with Distinction – p. 35
- Health Insurance – p. 19
- Health Services – p. 20
- Houlton Higher Education Center – p. 37
- Immunization Requirements – p. 20
- Incomplete Grade – p. 29
- Independent Study – p. 28
- Information Technology – p. 20
- Leave of Absence – p. 31
- Library – p. 165
- Minor Programs – p. 118-121
- Not Proficient (NP) grade – p. 29
- Pass/Fail Option – p. 28
- Placement Testing Policy – p. 33
- Placement Testing Scores – p. 33

- Post-Baccalaureate Study – p. 30
- Prior Learning Assessment – p. 32
- Privacy – *see FERPA*
- Probation, Academic – p. 35
- Professional Licensure & Certification Notice – p. 163
- Program Requirements – Teacher Education – p. 39
- Readmission Policy – p. 3
- Refund Schedule – p. 11
- Repeat a Course – p. 31
- Residence Halls – p. 165
- Residence Life – p. 20-21
- Residency Requirement – p. 30
- Second Degree – p. 30
- Student Exchange – p. 21
- Student Organizations & Activities – p. 22-23
- Student Services – p. 19-21
- Summer Session – p. 38
- Suspension, Academic – p. 35
- Teacher Education Program Requirements – p. 39
- Testing Services – p. 21
- Transfer Policies – p. 4, 32
- Tuition & Fees Schedule – p. 8-10
- Transcripts – p. 30
- Transfer Policies – p. 32
- Tuition Residency – p. 6
- Videoconferencing/ITV – p. 37
- Withdrawal – p. 31
- Withdrawal Refund – p. 11
- YourPace - Degree Completion Program – p. 57

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