

# ***UNIVERSITY OF MAINE AT MACHIAS***

## ***2014-2016 Catalog***



### **ACCREDITATION**

The University of Maine at Machias is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Inquiries regarding the status of an institution's accreditation should be directed to the administrative staff of the university or to the New England Association of Schools and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433, 718-271-0022.

### **EQUAL OPPORTUNITY POLICY**

#### *Non-Discrimination Notice*

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, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

Questions and complaints about discrimination in any area of the University should be directed to Equal Employment Opportunity Officer, University of Maine at Machias, 116 O'Brien Avenue, Machias, ME 04654, telephone (207) 255-1290.

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), (877) 521-2172 (TTY/TDD) or e-mail [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov). Generally, an individual may also file a complaint with OCR within 180 days of alleged discrimination.

### **RIGHT TO REVISE**

The University of Maine at Machias reserves the right to revise, amend or change items set forth in this catalog without prior notice. Readers should inquire as to whether any revisions, amendments or changes to contents have been made since publication.

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## ADMISSIONS

Admission into a degree program is a selective process at the University of Maine at Machias. Students are accepted for admission into the fall, spring, or summer semesters. It is recommended that candidates for admission submit their applications as early as possible. Though UMM has a 'rolling admissions' program, the early applicant is more assured of consideration for available financial aid. Graduating high school students are encouraged to apply for admission during the fall of their senior year.

The Admissions Office invites prospective students to visit the campus to discuss their educational interests. Information about academic programs and support services is provided, along with the requirements and procedures for admission. An interview and a tour of the campus facilities can be arranged. Prospective students are encouraged to contact the Admissions Office, O'Brien House, 207-255-1318 or toll free 1-888-468-6866.

### ADMISSION REQUIREMENTS

A candidate for admission to UMM must be a graduate of, or will have graduated from, a secondary school, or must have passed a state secondary school equivalency examination (GED). The University recommends a college-preparatory high school program as appropriate preparation for the demands of all baccalaureate programs. Although the quality of work performed is more important than the distribution of high school units of credit, the following are required:

- English 4 units
- math (including algebra) 3 units
- science (with lab) 2 units
- social science/history 2 units

A course in the use of computers, such as keyboarding, is also strongly recommended, as well as the following:

- fine arts or foreign language 2 units
- electives 3 units

For recent high school graduates, the scores of the College Board's Scholastic Aptitude Test (SAT) or the American College Testing (ACT) program's tests are encouraged.

Applicants to Business & Entrepreneurial Studies or associate degree programs in Business Technology who have had mixed or business

programs in high school are given full consideration for admission. However, college preparatory English and mathematics courses may be required if needed.

Applicants who have had some work or life experience since high school are evaluated on an individual basis.

## APPLICATION PROCEDURE

### NEW STUDENTS ADMISSION

To apply for admission to UMM, an applicant should:

1. Complete the University of Maine System application form on-line at <http://apply.maine.edu>. A completed paper application may also be mailed to the Admissions Office, UMM, 116 O'Brien Ave., Machias, ME 04654 with a \$40 non-refundable fee (check payable to the University of Maine at Machias).
2. Have their high school guidance counselor or principal forward directly to the UMM Admissions Office, records of secondary grades, recommendations, and available test results. An applicant who has been out of school for several years may also submit additional information and/or qualifications derived from such experiences as work or the military for assessment.
3. Have the official results of the College Board's Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) forwarded directly to the UMM Admissions Office.
4. Plan for a campus visit, if at all possible, as part of the application process. Applicants may call or write the Admissions Office for an appointment at any time, 207-255-1318 or toll-free 1-888-468-6866.

### TRANSFER STUDENTS ADMISSION

Qualified transfer students are accepted for admission into the fall, spring, and summer semesters. A transfer applicant must:

1. Complete the University of Maine System application form on-line at <http://apply.maine.edu>. A completed paper application may also be mailed to the Admissions Office, UMM, 116 O'Brien Ave., Machias, ME 04654 with a \$40 non-refundable fee (check payable to the University of Maine at Machias).
2. Provide official transcripts, with evidence of good standing, from all previously attended

institutions, including high school. All credentials must be sent directly from the institution(s) attended to the UMM Admissions Office.\* The applicant may be asked to provide UMM with catalog course descriptions from institutions previously attended.

3. Applicants are not normally considered for admission to UMM following their dismissal from another institution. Pursuant to University of Maine System policy, a student who has been *academically* suspended or dismissed from another institution in the University of Maine System should include on the admissions application clear and convincing reasons why his or her chances for academic success will be favorable at the new institution. It will be UMM's decision whether or not to admit the student.

A student who has been suspended or dismissed from another institution of the University of Maine System for *disciplinary* reasons shall not be admitted as a matriculated student by the same or another institution until the conditions established for termination of that suspension have been met.

\* Students who have previously attended other UMS institutions do not need to request transcripts. Admissions Officers have access to internal transcripts for all students with no transcript holds.

## INTERNATIONAL STUDENTS

### INTERNATIONAL NEW STUDENTS ADMISSION

To apply for admission to UMM, an international applicant should:

1. Complete the University of Maine System application on-line at <http://apply.maine.edu>. A completed paper application may also be mailed to the Admissions Office, UMM, 116 O'Brien Avenue, Machias, ME 04654 with a \$40.00 non-refundable fee (check payable to the University of Maine at Machias).
2. Have their high school/secondary school transcript/results and letter of recommendations sent directly from the institution attended to the UMM Admissions Office.
3. Have the official results of the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) or the Test of English as

a Foreign Language<sup>1</sup> (TOEFL) sent directly to the UMM Admissions Office from the agency administering the test (submit only one of the tests). Successful scores on the TOEFL should be 500 or higher on the paper-based exam, or 173 or higher on the computer-based exam. In lieu of those exams, successful completion of level 109 at any FLS Language center may be used to demonstrate English proficiency.

4. Students whose highest level of education is at the secondary level may consider submitting secondary school transcripts to a foreign credentialing agency, requesting a document-by-document evaluation. This is especially encouraged for students who intend to participate in intercollegiate athletics and for students who have completed the equivalent of advanced placement courses at the secondary level.
5. Provide the UMM Admissions Office financial documentation indicating that they have the resources to cover non-resident tuition, room and board, and other expenses (contact the admissions office for the specific amount or with any questions).
6. Plan a campus visit, if at all possible, as part of the application process. Applicants may call or write the Admissions Office for an appointment at any time, 207-255-1318 or toll-free 1-888-468-6866.

### INTERNATIONAL TRANSFER STUDENTS ADMISSION

Qualified international transfer students are accepted for admission into the fall, spring and summer semesters. An international transfer student must:

1. Complete the University of Maine System application on-line at <http://apply.maine.edu>. A completed paper application may also be mailed to the Admissions Office, UMM, 116 O'Brien Avenue, Machias, ME 04654 with a \$40.00 non-refundable fee (check payable to the University of Maine at Machias).
2. Provide official transcripts, with evidence of good standing, from all previously attended institutions, including high school. All credentials must be sent directly from the institution(s) attended to the UMM Admissions Office. The applicant may be asked to provide UMM with catalog course descriptions from institutions previously attended.

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<sup>1</sup> The TOEFL is only a valid choice for international students whose official language is not English.

3. Send their official secondary and post-secondary school transcripts or documents to either World Education Services (WES) or the Center for Educational Documentation (CED) for evaluation. Students should request a course-by-course evaluation of their credentials. The UMM Registrar's Office will award appropriate transfer credit based on the report of the foreign credentialing agency.
4. International students whose official language is not English must demonstrate proficiency in the English language. This proficiency requirement may be satisfied by submission of proof of successful completion of the Test of English as a Foreign Language (TOEFL). Successful scores should be higher than 500 on the paper-based exam or 173 on the computer-based exam. In lieu of the exam, successful completion of level 109 at any FLS Language Center can be used to demonstrate English proficiency.
5. Provide the UMM Admissions Office financial documentation indicating that they have the resources to cover non-resident tuition, room and board and other expenses (contact the Admissions Office for the specific amount or with any questions).
6. Plan a campus visit, if at all possible, as part of the application process. Applicants may call or write the Admissions Office for an appointment at any time, 207-255-1318 or toll-free 1-888-468-6866.

### ADVANCED STANDING

A transfer student's transcript is evaluated by the Transfer Officer after official transcripts have been received from the students' previous colleges and the student has been accepted. The transfer credit will be posted to the student's record after the student confirms his or her intention to attend the institution. A copy of the completed evaluation is mailed to the student. It is also available to the student in MaineStreet (<http://mainestreet.maine.edu>).

Transfer credit is awarded on the basis of the following principles.

*External Transfer Credit* — Transfer credit is awarded for all non-developmental courses from regionally accredited institutions in which the student has earned a grade of C- or better. All acceptable credits will transfer; however, grades and grade point averages will not. Students hoping to receive transfer credit for work done at foreign institutions should see requirements above under International Students.

*Internal Transfer Credit* — In accordance with UMS Board of Trustees' revised policy (11/17/2003),

all undergraduate degree credit successfully completed with a grade of C- or better at any unit of the System will be transferable to any other unit of the University System, but will not be automatically applied to the specific academic degree program a student has chosen. Grades earned in courses from other UMS institutions will appear on the student's Transfer Credit Report; they will not affect the student's GPA at UMM.

### UNIVERSITY OF MAINE SYSTEM TRANSFER POLICIES & PRACTICES

1. Transferring students must provide **official transcripts** reflecting all previous post-secondary coursework.
2. An evaluation of transfer credit will be prepared by the Transfer Officer for each accepted transfer student, and will be available in the student's MaineStreet Student Center. The transfer student should meet with an academic advisor at the receiving university to review how the transfer credit will be applied toward the student's degree program. Transfer evaluations will be prepared based on the following principles:
  - a. Within the University of Maine System. Undergraduate courses completed with a C- or higher, including P grades, will transfer from one UMS university to another. Grades will be recorded on the student's transcript but not computed into the cumulative GPA.
  - b. Outside the University of Maine System. Credit earned with a C- or higher in courses from regionally accredited colleges/universities outside the UMS will be considered for transfer. Pass-fail courses taken outside the UMS must have "pass" defined as a C- or higher in order to transfer.
  - c. Generally, course grades do not transfer from one college/university to another. Semester and cumulative GPA's reflect only those courses taken at the home university. Students in cooperative degree programs should inquire about any exceptions that may apply.
  - d. Coursework defined as developmental by the university to which the student is transferring will not be awarded degree credit. Developmental courses are considered preparatory to college-level work, and will not count towards a degree.

- e. Courses from colleges and universities outside the United States will be accepted for transfer consistent with established university policies and practices.
3. Credit may be awarded for high school Advanced Placement (AP) exams, College Level Examination Program (CLEP) exams, or college-level knowledge gained through life experience (e.g., prior learning, such as military or other training) when validated through the approved campus processes.
4. Students with coursework from non-regionally accredited schools may inquire into the possibility of validating some or all of their learning through testing and/or approved university credit for prior learning processes. Students interested in this option should contact the university Transfer Officer for more information.
5. If a student has concerns about the transfer evaluation, the student should contact the Transfer Officer at the receiving university. After such conferral, the student may appeal through the academic appeals process at the receiving university.
6. Transfer students should consult the university's catalog and/or meet with an appropriate advisor to determine requirements regarding the number and distribution of credits that must be completed at the university to earn the desired degree.
7. Students must meet the established requirements of the academic program or college into which they are transferring. Transfer credits do not necessarily count towards these requirements.
8. Students may also confer with the Transfer Officer and/or academic advisor regarding possible flexibility in the application of their credits to their program, through approved campus processes.
9. Current UMS students who plan to take courses at another university, inside or outside of the UMS, are strongly encouraged to seek prior approval of their plans from the university where they are matriculated.

*Credit by Examination* — The University of Maine at Machias recognizes the principle of credit by examination and grants credit for appropriate scores on the College Board's Advanced Placement (AP) and College Level Examination Programs (CLEP) exams. UMM also awards credit for eligible scores on the International Baccalaureate exam, DSST exams and New York University's Foreign

Language Exams. A list of acceptable scores for each type of exam is available from the Advising Center, Registrar's Office or Registrar's Office web site, or the Admissions Office.

*Military Training and Experience* — Veterans of US military service may receive credit for documented military training and experience. Credit is awarded based on the recommendations of the American Council on Education's *Guide to Evaluation of Educational Experiences in the Armed Services*. Transcripts from the Community College of the Air Force should be sent directly from CCAF to the UMM Registrar's Office for evaluation (see above). Applicants with Joint Services Transcripts should submit official copies of same.

*Portfolio Assessment* — In subjects where CLEP exams are not available students may earn credit for certain prior work and/or learning experiences upon submission of an appropriate portfolio and third-party documentation. Students should contact the Registrar's Office or web site for a more detailed outline of required materials.

## ALL CANDIDATES

All candidates are considered for admission after the application has been received and all required credentials are on hand. Students are informed of the admissions decision as soon as all credentials have been reviewed, or are notified in the event of any delay. Candidates are encouraged to contact the Admissions Office regarding any unwarranted delay to assure that all is in order.

The University reserves the right to revoke the admission of any applicant if it deems necessary to do so for academic or personal reasons.

On notification of acceptance to UMM, an **acceptance deposit** of \$50 is requested. Students desiring to live on campus are asked also to remit a **residence hall deposit** of \$100. Acceptance deposit refund requests are honored if submitted in writing and postmarked on or before May 1st for the fall semester and January 1st for the spring semester.

## EARLY NOTIFICATION OF ADMISSION

The University of Maine at Machias offers an Early Notification plan for qualified students, who may be accepted soon after the junior year of high school on the basis of three years of high school work and junior SAT's, or PSAT's where required. Candidates wishing Early Notification must make application for admission on or before December 15th of their senior year in high school and should indicate their desire for Early Notification by

indicating ‘Early Notification’ on the top of the application form.

### **HIGH SCHOOL JUNIORS PROGRAM**

A limited number of high school juniors ranking in the top 10 percent of their classes may be accepted for admission. Such early admission is undertaken with the understanding that earned college credits are applied as needed toward the secondary diploma as well as toward the college degree. These students must be highly recommended by their guidance counselors as being unusually well prepared academically and possessing the necessary maturity to enter a college program. The Principal and School Board of the applicant’s high school must give approval.

### **EARLY COLLEGE PROGRAM**

The Early College program provides qualified high school juniors and seniors the opportunity to enroll in college courses on the UMM campus. Students may often receive both high school and college credit for their UMM courses, giving them a jump start toward their college degrees. The UMM Early College office works closely with high school guidance counselors, and students receive full academic support both at their high schools and on the UMM campus. Through the Early College Program, students discover the rewards of learning at the collegiate level and begin a seamless transition to full-time college studies after high school graduation.

### **READMISSION**

A matriculated student who fails to enroll continuously each fall and spring semester and who has not taken an official leave of absence must apply for readmission to pursue a degree program. Application for readmission is made through the Admissions Office. The student’s status and class standing will be determined by a review of his or her previous academic work at UMM (and other institutions, if applicable), the period of time that has elapsed since active enrollment at UMM, and changes in the curriculum and program requirements.

Students who are accepted for readmission to UMM enter under the catalog requirements in effect at that time, unless the student specifically requests on the readmission application to be readmitted under a catalog in effect at the time of their earlier attendance. The institution may approve or deny this request.

Readmitted students seeking grade forgiveness should refer to the policy under “Academic Standards & Policies” in this catalog.

### **STUDENT CLASSIFICATION**

**Matriculated Students** — Any student admitted to UMM as a degree candidate or in a special status is considered a matriculated student. If unusual circumstances are associated with a student’s acceptance, a matriculated student may be placed in one of the following admissions categories.

*Special status* — A student may be admitted to Special Status for the purpose of pursuing specific, short-term goals (i.e. teacher certification).

*Transitions Program* — Students whose previous academic records indicate that they may be in need of additional academic support are accepted into the Transitions program. Students in the Transitions program are restricted to a semester course load of 13 credits and are required to meet regularly with the Academic Advising Coordinator.

Students in the Transitions program have two semesters to achieve the grades necessary to be considered in good academic standing. When a student meets the academic requirements set for their level (see Academic Standards & Policies), the student’s program will be changed to the program to which the student applied at admission (as specified in the Admission letter). Students who fail to meet the academic expectations of the University by the end of their second semester will be suspended.

**Non-Matriculated Students** — Anyone not matriculated at UMM, excluding students dismissed for disciplinary reasons, from a University of Maine System institution, may register for a maximum of 8 credit hours in any given semester as long as they have met all prerequisites for the courses in which they wish to enroll. Additional credits may be approved by the Vice President for Academic Affairs. In courses where enrollment is limited, matriculated students may be given priority.

### **PLACEMENT EXAMS**

Students can demonstrate readiness to enter college-level English and math courses in a number of ways.

**English** — Students with test scores of 500 or better on the Writing section of the SAT, or 21 or better on the English section of the ACT, will automatically be eligible to take ENG 101 Composition. Those with

Writing scores of 600 or better may elect to take the CLEP College Composition test. Those who earn a score of 50 or better on that exam will receive credit for ENG 101. Students who earn appropriate scores on either of the College Board's Advanced Placement exams in English will also receive credit for ENG 101.

**Math** — Students with test scores of 500 or better on the Math section of the SAT, or 21 or better on the Math section of the ACT, will be eligible to take math courses with a prerequisite of MAT 102, and will be considered to have established competency in Intermediate Algebra.

Those who earn a score of 50 or better on the CLEP College Algebra exam taken after 7/1/2001, or 500 or better on the same exam taken before that date, will receive credit for MAT 102.

Students who do not meet any of the above criteria must take placement exams to assess their reading, writing, and/or math skills. Test results are used to place students in the courses in which they will have the greatest chance for success and to provide a solid foundation for future work in all areas of study. Some students are required to take one or more developmental courses to prepare them for college-level work. These courses carry institutional credit and count toward the student's grade point average, but do not carry degree credit, nor count toward eligibility for Dean's Lists.

## NEW ENGLAND REGIONAL PROGRAM

Expanded study opportunities are available each year for non-Maine resident students through the New England Regional Program administered by the New England Board of Higher Education (NEBHE). Students qualifying for study under this program receive admissions preference among out-of-state

applicants and are charged only 50 percent above the in-state tuition fee.

Students should consult with their high school guidance counselor; obtain a current edition of the Apple Book, New England Board of Higher Education Regional Student Program, 45 Temple Place, Boston, MA 02111, for current information about regional programs; or write to the Admissions Office at UMM.

NEBHE rates are available to students from the indicated New England state(s) in the following programs:

- English, Creative Writing & Book Arts - All New England states
- Environmental Recreation & Tourism Management – Massachusetts & Rhode Island
- Interdisciplinary Fine Arts – New Hampshire & Vermont
- Marine Biology – Connecticut & Vermont
- Psychology & Community Studies – Rhode Island
- Associate Degree in Business Technology – Recreation Management – Massachusetts, Rhode Island & Vermont

## IMMUNIZATION REQUIREMENTS

All full- and part-time matriculated students born after 1956 are required by Maine state law to show proof of immunization for measles, mumps, rubella, diphtheria, and tetanus prior to registration for courses. A student may be exempted from this requirement under certain circumstances. Further information is available from the Coordinator of Student Health at 207-255-1275.



# FINANCIAL INFORMATION

## TUITION AND FEES

Fall semester bills are due by August 15<sup>th</sup>. Spring semester bills are due by January 5<sup>th</sup>. Charges incurred after the due date are due and payable as stated on the invoice. A \$50 late payment fee will be charged to all overdue accounts without proper payment arrangements. Payments by cash/check are accepted in the Business Office in Powers Hall. UMM also accepts payments online via the MaineStreet Student Center where Electronic Check/ACH\* transactions can be processed. Credit cards are also accepted with an American Express, Visa, MasterCard or Discover card. A 2.75% convenience fee will apply to **all** credit card transactions.

The University of Maine at Machias offers a four-month payment plan to cover a single semester's expenses not covered by financial aid, loans, scholarships or other funding sources. Payment plans are interest-free and only require a \$30 enrollment fee, due at the time of enrollment. Enrollment is required by the due date each semester.

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

\* Automated Clearinghouse

## TUITION (2014-15)

### Undergraduate, On-Campus

In-state	\$222 per credit hour
Out-of-state	\$616 per credit hour
New England Regional	\$333 per credit hour
Canadian	\$351 per credit hour

*The tuition per credit hour for courses broadcast over the statewide Interactive Television (ITV)*

*network and/or other distance education courses will vary according to the tuition rate of the campus that originates the course. These tuition rates will be available each semester registration period.*

## FEES (2014-15)

Fee	Amount	Per
Acceptance deposit	\$ 150	
Application fee	\$ 40	
Applied music/private lesson	\$ 95	course
Art fee	\$ 75 - \$ 95	course
Green campus fee students enrolled in 6 or more credits	\$ 10	semester
Health Center Fee students enrolled in 9 or more credits	\$ 25	semester
Health Insurance Mandatory for all students registered for 9 credits or more unless proof of comparable insurance provided.	\$ 942	year
Spouse and dependent coverage available at additional premium cost		
Lab fee	\$ 60	course
Late payment fee	\$ 50	semester
Non-negotiable check	\$ 25	check
Orientation fee	\$ 125	one-time
Online course fee	\$ 25	course
Payment Plan fee	\$ 30	plan
Prior Learning assessment	\$ 25	credit hr
Student activity fee		
Full-time students	\$ 240	year
Part-time students	\$ 11	credit hr
Student Union fee	\$ 25	semester
Students enrolled in 6 or more credits		
Distance Learning Technology fee	\$ 6	credit hr
Unified Student Fee	\$ 65	semester
supports technology, Murdock Fitness & Aquatics Center and other campus improvements	and \$ 15	credit hr

## ROOM AND BOARD (2014-15)

Board Level I & II	\$4,018 per year
Room, traditional double	\$4,160 per year
Room, Single/Suite, single	\$5,750 per year
Room, Suite – double (4-person occupancy)	\$5,750 per year
Room, Suite as double (2-person occupancy)	\$6,582 per year

## IN/OUT-OF-STATE TUITION STATUS

In-state or out-of-state tuition classification is made by the Admissions Office and conveyed at the time the applicant is notified of their acceptance to UMM. The Vice President for Administration and Finance should be notified immediately of any disagreement with the decision, as any appeal or changes cannot be made after September 1 for fall semester and January 1 for spring semester.

## TUITION ASSISTANCE

The University of Maine at Machias no longer defers payment of tuition charges for students employed by school administrative districts, school unions, or other agencies/companies who reimburse directly to students following their successful completion of an academic session. Students are responsible for paying to UMM the tuition costs at the time of registration and seeking employer reimbursement through the normal school union/district, or agency/company process.

If tuition charges are to be covered by an outside agency or scholarship, other than UMM, and paid directly to UMM, documentation (either an approved purchase order or a memo from the outside agency) must be sent to the UMM Business Office. In the case of military personnel, an approved request for tuition assistance must be furnished to the UMM Business Office.

## FINANCIAL ADJUSTMENT POLICIES

For purposes of calculating financial adjustments, attendance includes weekends and holidays, and ends on the student's last day of attendance as determined when (s)he notifies the institution's designated official or office, that (s)he is dropping or withdrawing from a class(es) while remaining enrolled in other class(es).

## DROPPING W/CLASSES REMAINING

Dropping or withdrawing from a class, with classes remaining on one's schedule at any University of Maine System (UMS) institution for the term, will result in an adjustment in accordance with the following schedule:

<i>Class Length</i>	<i>100% Refund if dropped Before</i>
12 weeks or more	End of Second Week (14 days)
11 weeks	End of 11 <sup>th</sup> day
10 weeks	End of 10 <sup>th</sup> day
9 weeks	End of 9 <sup>th</sup> day
8 weeks	End of 8 <sup>th</sup> day
7 weeks	End of 7 <sup>th</sup> day
6 weeks	End of 6 <sup>th</sup> day
5 weeks	End of 5 <sup>th</sup> day
4 weeks	End of 4 <sup>th</sup> day
3 weeks	End of 3 <sup>rd</sup> day
2 weeks	End of 2 <sup>nd</sup> day
1 week	End of 1 <sup>st</sup> day

## SEMESTER WITHDRAWAL

Dropping or withdrawing from all classes at all UMS institutions for the term will result in an adjustment in accordance with the following schedule:

### Classes 12 weeks or more:

<i>Refund</i>	<i>If Withdrawn Before:</i>
100%	Before the end of the second week (14 days)
75%	Before the end of the fourth week (28 days)
50%	Before the end of the sixth week (42 days)
25%	Before the end of the eighth week (56 days)
0%	After the 8 <sup>th</sup> week (57 days and after)

### Classes less than 12 weeks:

For students withdrawing from classes less than 12 weeks in length, with no classes remaining on their schedule at any UMS institution, there is no refund after the 100% drop deadline noted above under Students Dropping with Classes Remaining.

## INVOLUNTARY WITHDRAWALS

Consideration for financial adjustments of charges for involuntary withdrawals (e.g., extended illness, military service) will be considered by the

university on a case-by-case basis. Administrative dismissals are not covered by this APL and thus are not entitled to an adjustment of institutional charges.

Involuntary withdrawals may include but are not limited to the following:

- a) Military deployment, transfer, or recall to active duty. The request for withdrawal must be substantiated with a copy of the student's military orders.
- b) Illness of the student or an immediate family member. A physician's statement, certifying the student's or family member's illness that required the student withdrawal, must be provided.

- c) Death of immediate family member. Appropriate documentation must accompany the request for withdrawal.
- d) Involuntary transfer by the student's employer that precluded continued enrollment. The request for withdrawal must be substantiated by appropriate documentation from the employer.

Appeals for an exception to the established Financial Adjustment policies and practices may be made to the designated university official. Normally, appeals will be considered up to 90 days after the close of the term for which the student is requesting a financial adjustment.

# FINANCIAL AID

## APPLYING FOR FINANCIAL AID

Application for student aid administered by the University of Maine at Machias (UMM) is made by completing the Free Application for Federal Student Aid (FAFSA) after January 1 of the year the student will begin college. The application is made online at [www.fafsa.gov](http://www.fafsa.gov). Both students and parents should go to this site and apply for a PIN which serves as an electronic signature in the application process.

Consideration for student assistance will be given at any time during the year. However, since most student aid is awarded between March and June for the upcoming year, and is contingent upon the availability of funds, it is recommended that students file early.

FAFSA's should be completed before UMM's priority funding deadline of March 1. Applications for student assistance are filed once per calendar year. Federal regulations, the availability of funds, and family situations change each year. A student may be eligible for aid even though the student or another family member was not previously eligible.

It is the student's responsibility to inform the University of changes in contact information, changes in enrollment and housing plans as well as receipt of outside scholarships. This is best accomplished on MaineStreet, the student portal to our website where students can view and manage their financial aid. It is also of great benefit to students to read email communications from the Financial Aid Office. The Financial Aid Office supports the University's efforts to conserve natural resources by utilizing electronic means of communication. We primarily correspond with students by email using our address of [ummfinancialaid@maine.edu](mailto:ummfinancialaid@maine.edu).

## ELIGIBILITY FOR FINANCIAL AID

In general, to receive aid from the Federal Student Aid Programs, a student must meet the following requirements:

- demonstrate *financial need* (for most programs);
- be a U.S. citizen or an *eligible noncitizen*;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25);
- be enrolled or accepted for enrollment as a *regular student* in an eligible degree or certificate program;
- be enrolled at least half-time to be eligible for *Direct Loan* Program funds;
- maintain *satisfactory academic progress* in college or career school;
- sign statements on the *Free Application for Federal Student Aid (FAFSA<sup>SM</sup>)* stating that you are not in *default* on a *federal student loan* and do not owe money on a federal student *grant* and you will use federal student aid only for educational purposes;
- show you're qualified to obtain a college or career school education by having a high school diploma or a recognized equivalent such as a *General Educational Development (GED) certificate* or completing a high school education in a *homeschool* setting approved under state law.

## DETERMINATION OF NEED

The Financial Aid Office determines a student's need for assistance by comparing the estimated cost of education to his or her Expected Family Contribution (EFC):

$$\begin{array}{r} \text{Total cost of education at UMM} \\ \text{Less EFC} \\ \hline \text{Equals financial need} \end{array}$$

The Financial Aid Office will prepare an individualized financial aid package that consists of grants, loans and work-study to the extent of a student's established eligibility. Students may receive assistance from one or any combination of these programs. Student need and availability of funding determine the specific package. Students receive one Financial Aid Award Letter offering instructions for their review and action. Subsequent viewing and management of the financial aid package occurs on MaineStreet, UMM's student portal. Students are provided with guidance for using MaineStreet upon acceptance to the University.

The Financial Aid Office may revise offers of financial aid at any time during the year if a student receives outside scholarship funds or if his or her status changes relative to enrollment, income, number of dependents, residence, and/or marital status. Awards are tentative until all requested

supporting documentation is received and reviewed by the Financial Aid Office.

Financial aid awards are offered annually to the student with the awards broken down by term. Student charges and financial aid disbursements are term-specific at UMM. Summer is treated as the last term of the financial aid award year.

## **SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID ELIGIBILITY**

Federal student aid regulations require institutions to establish and uphold policies governing financial aid eligibility as they relate to academic progress of financial aid applicants. The University of Maine at Machias's Satisfactory Academic Progress Policy (below) for continuation of financial aid eligibility incorporates and supports the University's academic standards and policies. Students must meet these minimum Satisfactory Academic Progress (SAP) requirements in order to be eligible for student aid funds. SAP is measured once per year, generally after grades are posted following spring semester. Students not making satisfactory progress based on that review will either be placed on financial aid probation or have financial aid eligibility suspended and will receive written notification of their status. The policy has three standards and each of the three standards must be met:

### **Quantitative Measurement**

Matriculated students are required to successfully complete a specific percentage of credits attempted. The policy uses the following scale:

<i>Credits Attempted</i>	<i>Percentage Earned</i>	<i>Minimum</i>
0 - 23.99		50%
24 - 53.99		55%
54 - 83.99		62%
84 +		67%

### **Qualitative Measurement**

The academic standards against which a student's performance is measured are stated in the university's course catalog as follows:

<i>Attempted Credit Hours</i>	<i>Minimum Cumulative GPA Expected</i>
0 – 15	1.5
16 – 30	1.6
31 – 60	1.7
61 – 90	1.8
91 +	1.9

### **Maximum Time Frame**

Federal financial aid regulations also require that the university establish a maximum time frame of 150% of the credits needed for completion of degree programs. For four-year degree programs, the maximum number of attempted credits is 180. For two- year programs, the maximum number of attempted credits is 90. If a student attempts credits more than the maximum number identified for a degree, then eligibility is terminated. Repeated courses are counted as attempted but not earned. Aid may be received one time for repeating a required course if the purpose is to achieve a passing grade. (grade improvement).

Attempted Hours. For the purpose of this policy, attempted hours include: Audited classes, classes withdrawn from, deferred grades, incomplete grades, missing grades, L grades, developmental courses taken and repeated courses.

Passed Hours. For the purpose of this policy, passed hours include: Passed credit hours that can be used for the purpose of completing degree requirements. Letter grades of "A" through "D" and "P" will be considered as credits completed.

Transfer Students. If a student earned credits at a prior institution(s) that will be accepted toward her/his degree, those accepted hours will be included as attempted hours for the purposes of financial aid satisfactory academic progress evaluation.

### **Financial Aid Probation and Suspension**

At the end of each academic year (as stated above), a student's academic standing as it relates to the financial aid SAP policy will be reviewed to determine if the minimum requirements are being maintained. Failure to maintain the required minimums will result in a suspension of financial aid eligibility. Any financial aid for upcoming terms (including summer) that has been awarded will be cancelled. The suspension is permanent until the student has:

1. completed sufficient coursework on his/her own, without benefit of financial assistance to reestablish eligibility according to the SAP standards (the student must notify the Financial Aid Office that additional coursework has been completed and request a review; or
2. successfully appealed the financial aid suspension.

Financial aid suspension is independent of academic suspension. It is possible to be in acceptable academic standing but not in acceptable financial aid standing due to the Quantitative Standard or the Maximum Time Frame Standard in the federal Satisfactory Academic Progress policy. Re-entry to the University after withdrawing, taking a Leave of Absence or “stopping out” when not meeting SAP will not reestablish eligibility for financial aid.

### **Appeal of Financial Aid Suspension**

Students placed on Financial Aid Suspension may submit a written appeal, normally within 30 days of notification, to the Director of Financial Aid. The appeal must explain the circumstance that prevented SAP standards from being met and what has changed that will permit the student to meet the SAP standards in the student’s upcoming terms of attendance. A successful appeal will usually include a plan for academic improvement with approval from the student’s advisor. The appeal should also discuss “conditions of hardship” such as death of a relative, personal injury or prolonged illness of the student and these circumstances should be supported by third-party documentation. The appeal and supporting documentation should address any possibility of recurring circumstances that impacted the student’s ability to meet the SAP standards.

Under the policy, appeals may be granted if the University considers that the plan for improvement will enable the student to meet the SAP policy within a specified time period. The student may be placed on Financial Aid Probation for one term or longer, and will be able to receive financial aid during that time period. If at the end of the probationary period, the minimum standards of the policy are not being met, financial aid eligibility will be suspended. Appeals will be reviewed by the Director of Financial Aid in consultation with the Vice President for Academic Affairs and/or advisors. Students will receive written notification of the decision within 30 days of receipt.

### **Condition of Financial Aid Reinstatement**

Students must meet the conditions stated above under “Financial Aid Suspension” in order to have financial aid eligibility reinstated. Students should notify the Financial Aid Office in writing that the conditions of reinstatement have been met. Students will observe the published application procedures and deadlines for financial aid consideration and will receive written notification if financial aid is to be reinstated. When appeals are granted, the University will make every effort to restore financial aid to its originally awarded levels; otherwise, aid will be restored on a first-come, first-serve basis.

### **RETURN OF TITLE IV FUNDS TO THE FEDERAL STUDENT AID PROGRAMS**

Title IV funds are disbursed to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded (a term). When a student withdraws or leaves without notification to the school, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

When a Title IV aid recipient withdraws from the institution, the school is required to determine what percentage of financial aid the student is entitled to retain in payment of charges at the school. This percentage is calculated separately from the amount of tuition and fee refund that student may receive as a result of withdrawal from the institution.

The Financial Aid Office examines the pertinent information and makes a determination according to federal guidelines as to how much financial assistance must be returned to the Federal Student Aid Programs. Information used in that determination includes date of separation from the University, amount and type of aid disbursed in that term and amount of University charges.

### **STUDENT AID PROGRAMS**

There are several types of financial aid that students might receive: scholarships, grants, work funds and loans. Grants and scholarships provide assistance that does not need to be repaid. Loans provide borrowed money that must be repaid with interest. Work-study allows students to earn money to help pay for education expenses while enrolled in school.

These types of financial aid come from different sources: federal student aid programs, state aid programs, universities and private sources.

## Federal Student Aid Programs

There are three categories of federal aid: grants, loans and work-study funds. The major federal programs are described below:

**Federal Pell Grants** are available to undergraduate students. Grants do not have to be repaid. Currently, Pell Grant awards for the 2014-15 award year range up to a maximum of \$5,730.

**William D. Ford Federal Direct Stafford Loans** are student loans that must be repaid and are available to both undergraduate and graduate students. The federal government provides the funds for your Stafford Loan through your school. First-year dependent undergraduates are eligible for a subsidized loan up to \$3,500 and an additional unsubsidized amount of up to \$2,000 for a total of up to \$5,500. A subsidized loan is awarded on the basis of financial need. If you're eligible for a subsidized loan, the government will pay (subsidize) the interest on your loan while you're in school. For an unsubsidized loan, you are responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. Annual maximum loan amounts increase for subsequent years of study. Subsidized loans first disbursed to undergraduate students on or after July 1, 2014 through June 30, 2015 have an interest rate of 4.6 percent. Unsubsidized loans first disbursed to undergraduate students on or after July 1, 2014 through June 30, 2015 have an interest rate of 4.6 percent.

**Direct PLUS Loans** are unsubsidized loans made to parents of dependent undergraduate students. A dependent undergraduate student whose parent is unable to obtain a PLUS Loan may borrow additional Unsubsidized Stafford Loan funds at the higher loan limits otherwise available only to independent undergraduates. Direct PLUS Loans first disbursed on or after July 1, 2014 have a fixed interest rate of 7.2 percent.

## State Programs

The **Maine State Grant Program** offers assistance to Maine residents attending college either part-time or full-time. Application is made by completing the FAFSA by the published state deadline (May 1 as of 2014-15). In order to be considered a student must:

- Be a Maine resident for at least one year prior to application;
- Have graduated from an approved secondary school or received a GED;

- Be enrolled in an eligible school for a first undergraduate degree;
- Have financial need, as determined by the FAFSA; and
- Meet general eligibility requirements as set forth by the Federal Student Aid Programs.

## UMM Programs

**UMM Need-based Grants** provide assistance to students on the basis of financial need. Application is made by completing the FAFSA. Grants vary in amount and provide direct financial support to many students. These grants are not repaid.

**UMM Merit Scholarships** are offered by UMM to provide financial support for qualifying students. Award criteria include SAT or ACT scores or cumulative GPA. Scholarships are available to in-state students and out-of-state students paying out-of-state tuition rates. Merit Scholarships are renewable to continuing students if they meet the stated cumulative GPA each year. Merit Scholarships are awarded by the Admissions Office.

**Tuition Advantages for Canadian and NEBHE Students** – Two groups of out-of-state students qualify for special tuition advantages to assist them in paying college expenses at UMM. Canadians and students from New England states who pursue selected academic programs as identified by the New England Board of Higher Education (NEBHE) can save approximately \$5,500 per year. (This amount will vary according to the number of credits in which the student enrolls and to the program). The Admissions Office can provide additional information about which programs might qualify.

## Other Assistance

**Payment Plans** are available to students and parents who find it more convenient to make monthly payments to spread the academic year costs over a period of months according to a specified schedule. Contact the Business Office at 207-255-1312 for more information.

**Outside Scholarships and Third-party Funding** – Outside scholarships and grants are offered by organizations or agencies other than UMM. Students apply for them on their own initiative, and the outside organizations consider applications and make awards based on their own criteria. Students receiving federal or state financial aid are required by regulation to report these awards to UMM where the awards will be incorporated into the award package according to federal regulations.

# **ACADEMIC STANDARDS AND POLICIES**

## **ACADEMIC ADVISING**

*The student has the final responsibility for meeting program and degree requirements.* To assist the student with course selection and long-range planning, an advisor is assigned to each matriculated student. Students and advisors discuss such matters as course selection, general academic progress, the desirability of changing degree programs, and the student's overall educational goals.

All matriculated and special students must discuss course selections with their advisors prior to registration. Students registering using MaineStreet (<http://mainestreet.maine.edu>) must obtain a PIN Number from their advisor each semester. Students choosing to register with a registration card must obtain their advisor's signature before submitting the card to the Advising Center or the Registrar's Office.

## **ACADEMIC LOAD**

A 15- or 16-credit academic load per semester is considered a normal academic load for students wishing to complete a baccalaureate degree in four years. However, several factors may lengthen this period. For example, some students require extra courses at the beginning of their studies; some students find it necessary to repeat courses; and many students work, have families, or maintain other commitments that preclude finishing the degree in the minimum period.

To be considered full-time, a student must carry a minimum load of 12 credits. Full-time enrollment is required for participation in elective offices in student government, residence hall accommodations and other benefits, intercollegiate athletics and full veteran's benefits. Students on probation or with other major responsibilities, such as family or employment, should consider a load of less than 15 credits. A semester load in excess of 18 credit hours must be approved by the Vice President for Academic Affairs.

A student carrying a load of fewer than 12 credits is considered to be a part-time student. UMM's course scheduling and other services recognize the needs of part-time students.

## **DOUBLE MAJOR**

A student may elect to enroll in a double major within the same degree program (i.e. B.A. in English and Interdisciplinary Fine Arts). If a student chooses to enroll in two different degree programs simultaneously or consecutively (i.e. B.A. and B.S.), then the student must earn 30 credits beyond the number required for the degree with the lesser number of credit hours.

## **POST-BACCALAUREATE STUDY FOR SECOND DEGREE**

Students who have already earned a baccalaureate degree from a regionally accredited institution will receive a waiver of UMM core requirements. This waiver will be posted during the transfer credit evaluation process.

## **PROGRAM CHANGES**

It is not unusual for a student to be admitted to UMM for a particular academic program and later discover that a different program will better suit his or her needs and interests. Many students change their majors one or more times. Often it is advisable to enter as "undeclared" and explore various areas before deciding on a major.

To change majors, request a new advisor and/or declare a concentration or minor, students must complete a Change of Program form, obtain the signatures required, and return to the Registrar's Office.

## **PROFESSIONAL LICENSURE & CERTIFICATION**

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 UMM 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 UMM does not guarantee licensure, certification, or employment in the relevant occupation.

## REPEATING COURSES

When a student repeats a course, the initial grade remains on the transcript, but only the latest grade is used for computing the grade point average. Credit earned for all previously completed attempts of the course will be lost. When a student completes the exact equivalent of a UMM course at another institution (while registered at that institution) with an acceptable grade, the effect of the original grade on the student's GPA will be cancelled. However, the grade the student earned at the other institution will not replace the original grade in the calculation of the GPA, in accordance with standard transfer credit policy.

## ADD/DROP

### Procedures

*MaineStreet* — Students can use MaineStreet (<http://mainestreet.maine.edu>) to add and drop courses during the Add and Drop periods. For students already registered for semester courses, no additional access numbers are needed beyond their MaineStreet login and password. Students can also use MaineStreet to print out their revised schedules.

*Paper-based changes* — Students who choose to add and drop courses using the paper-based system must obtain the signature of their advisors on an add-drop form, which can be obtained from and must be returned to either the Advising Center or the Registrar's Office by the indicated dates.

*Wait Lists* — Students may place themselves on a Wait List by checking the "Wait List if Closed" box when adding classes to their MaineStreet schedule. The system will indicate to the student their position on the Wait List. Students using the paper-based system must have either the signature of their advisor or their PIN for the term on an add slip in order to be waitlisted for the class. No student may be added to a

Wait List after the first day of classes for the term.

Before the start of the term, students on Wait Lists will be automatically moved into classes as space becomes available. Students should check their MaineStreet schedules to find out whether or not they've been moved into a class. Students who no longer wish to be enrolled in the waitlisted class are responsible for dropping the class from their MaineStreet schedule.

Students will not be moved into a class from the Wait List if:

- they have any type of Hold which stops registration (i.e. Business Office, Immunization, etc.)
- they are already enrolled in another section of the class
- enrollment in the waitlisted class will put the student over 18 credits for the term

Students who are still on the Wait List when the term starts should present themselves at the first class to find out if the instructor has room in the class, which may be made available by non-attending students. Students who are still on Wait Lists when the term starts need to obtain the instructor's signature on an add slip and submit the form to the Registrar's Office in order to be added to the Class Roster. Waitlisted students are accepted into classes on a space-available basis, in the order in which they were waitlisted for the class.

Students who request to enter a class after Wait Lists have closed must obtain the signature of the instructor on an add slip, or ask the instructor to send written permission to the Registrar's Office via email ([ummreg@maine.edu](mailto:ummreg@maine.edu)).

### Deadlines

*Add Period* — No student may add a course after the add deadline, the end of the first week of classes,

without the written approval of their academic advisor and the course instructor. For courses which do not run the full length of the semester, the add deadline is the 7% point of the course (equivalent to first week of a normal semester).

*Late Adds* — A student may not add a course after the third week of the semester (or 20% point of shorter sessions) without completing a Late Course Add form, which must be approved by the instructor, advisor and Vice President for Academic Affairs. On the form, the student will explain the extraordinary circumstances which prompted the request. The instructor and student must also explain how the student plans to make up all missed work.

*Drop Period* — Students not withdrawing from school completely may reduce their course load without any financial penalty through the first two weeks of the semester. For classes which do not run the full length of the semester, the drop deadline is approximately the 14% point of the course (equivalent to the first two weeks of a normal semester). Dropping a course during this period will leave no record of course registration on the student's record.

After the drop period has passed, a student withdrawing from a course must use a Course Withdrawal form.

## WITHDRAWAL

### Course Withdrawal

From the end of the Add/Drop period until the 75% point of the term or session, a Course Withdrawal form must be completed by the student. Students should obtain both instructor's and advisor's signatures and submit the form to the Advising Center or Registrar's Office. Grades of "W" are issued for withdrawals and do not affect the student's grade point average, although they might affect financial aid.

Except in unusual circumstances, and with the approval of the Assistant Provost for Academic Services, a student may not withdraw from a course after the withdrawal deadline.

Students requesting permission to withdraw from a course after the final withdrawal deadline must submit a letter to the Assistant Provost for Academic Services explaining the extenuating circumstances that prevented the student from withdrawing by the deadline. This letter should be submitted with the Course Withdrawal form described above. In cases of medical emergency, a letter from the attending physician should also be attached. The Assistant Provost for Academic Services may approve or deny this request.

### Semester Withdrawal

Students intending to withdraw from all classes for a semester must complete the appropriate section of an official Withdrawal form, whether or not they intend to return the following semester. Students intending to return must obtain their advisor's signature, while those who do not intend to return must meet with the Academic Advising Coordinator in the Advising Center (second floor of Powers Hall). Withdrawal forms and all attachments should be submitted to the Advising Center or Registrar's Office, who will forward to the Assistant Provost for Academic Services for a decision if necessary.

Students who leave classes/university and do not complete an official withdrawal form are liable to suffer academic penalties (i.e. failing grades and ultimate dismissal). Students desiring to withdraw after the 75% point of the term or session should attach a letter as described above to the withdrawal form.

Semester withdrawal results in grades of "W" in all courses that have not already been graded for that semester.

## LEAVE OF ABSENCE

Matriculated students planning to take a semester off may apply for a Leave of Absence. Students who take an approved leave of absence may return to degree status at the end of the leave period without making formal application for readmission. A leave of absence longer than one semester in length requires the approval of the Chair of the Division housing the student's major. Students may not remain on leave for more than two consecutive semesters. A leave of absence must be requested no later than two weeks after the start of the semester in question. Forms are available from the Advising Center or Registrar's Office or on the Registrar's Office web site.

## COURSEWORK AT OTHER INSTITUTIONS

Students matriculated in UMM degree programs are expected to secure written approval prior to taking coursework at another institution. Students should complete an Away Approval form, available from the Advising Center or Registrar's Office or Registrar's Office web site, well in advance of registering at the "away" institution. Prior approval will ensure that the course will transfer to UMM as recorded on the Away Approval form, as long as the

student completes the course with an acceptable grade. Credit approved for courses taken at other institutions will be evaluated and posted to the student's record according to UMM's Transfer Credit Policies (see above).

## GRADE FORGIVENESS

A student readmitted to the University of Maine at Machias after a period of two or more years may choose to request grade forgiveness for all previous work done at the institution. To qualify, students must be matriculated and enrolled at the time of the request, and have completed at least 15 credits at the institution with a minimum GPA of 2.5 after the point of readmission.

If grade forgiveness is approved, the student retains past credits only for courses in which a grade of C- or higher was received. The effect of all prior quality points is nullified and the student's cumulative GPA is reset to zero. All prior grades earned continue to be displayed on the student's transcript, though they do not affect the student's cumulative GPA.

## PASS / FAIL

Courses are graded on an A to F basis unless otherwise noted in the course description.

When a course is graded on a pass/fail basis, the grade of P will be considered equivalent to a C- or better. A grade of LP (Low Pass) may also be assigned, and considered the equivalent of a D+, D or D-. A grade of F earned in a course graded on a pass/fail basis will not affect the grade point average.

When a course may be taken pass/fail at the option of the student, the student must declare his/her option in writing before the end of the second week of classes by submitting the Declaration of Grade Option form to the Advising Center or Registrar's Office, or to the instructor, who will in turn submit the student's form to the Registrar's Office. Once made, this decision cannot be changed.

## AUDIT

A student may audit a course for informational instruction only. A student who audits does not receive academic credit for work done.

A student may register for any course on an audit basis by obtaining the approval of the course instructor on a Course Audit Request form (available from the Advising Center or Registrar's Office or Registrar's Office web site). Students auditing a course pay full price for tuition and fees.

A course registration may only be changed to or from audit status during the first week of the semester. Instructor permission is required.

Full-time students may not use the audit registration as a basis for exceeding the usual credit maximum of 18 semester hours. Audit registration also may not be used as a means of achieving full-time status.

Audit registrations will appear as such on the permanent record of the student. The University, therefore, reserves the right to monitor the attendance of the auditing student.

## GRADING

Official grades are reported and recorded on a student's official academic record at the end of each semester on the basis of the following system:

<i>Grade</i>	<i>Quality points per credit</i>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

A	Excellent
B	Good
C	Satisfactory
D	Minimal pass
F	Failure
I	Incomplete; temporary grade indicating that specific arrangements have been made with the instructor to complete work by a later date not to exceed 210 days. An "I" that is not removed by the prearranged date is replaced with an "F."
DG	Deferred grade; satisfactory progress in a course that extends beyond a single semester.
W	Withdrawal or administrative withdrawal
P	Successful completion of a pass/fail course; hours are not included in GPA calculations.
LP	Low Pass (D+, D, D-) in a Pass/Fail course; hours are not included in GPA calculations.
L	Stopped attending; may be assigned to the student who stopped attending a course without officially withdrawing. "L" will be computed as an "F" for GPA purposes.

- MG No grade supplied by instructor.  
 AU Audit registration; no credit hours attempted or earned.  
 \* Quality points count toward GPA; credits do not count toward degree credits earned.  
 ~ Quality points do not count toward GPA; credits count toward degree credits earned.  
 # Quality points do not count toward GPA; credits do not count toward degree credits earned.

*Course has been repeated:* Neither credit nor quality points are included in cumulative totals.

*Latest completed attempt:* Only latest graded registration affects cumulative totals.

To compute a grade point average (GPA), the number of credits for each course is multiplied by the quality points for each grade received. For example, a grade of A in a three-credit-hour course would be worth 4 x 3, or 12 quality points. The cumulative GPA is obtained by dividing the total number of quality points earned at UMM by the total number of GPA hours attempted at UMM. For example, 108 quality points divided by 36 GPA hours attempted results in a cumulative GPA of 3.0. The following grades and/or symbols are not used in the computation of GPA: I, W, P, LP, DG, MG, AU.

## INCOMPLETE GRADES

An Incomplete is a temporary grade indicating that specific arrangements have been made with the instructor to complete work by a later date not to exceed 210 days after the end of the term.

If a student has completed almost all the requirements for a course, but has a compelling reason for not being able to complete the rest of the requirements on time, an Incomplete may be appropriate.

If a student has not completed most of the work for a course, an Incomplete is not appropriate. The student should receive the grade he/she earned for the course, or an "L," with last date of attendance/participation, if appropriate (for students who disappear from a course). Any student who receives an "F" or an "L," and who wishes to retake the course, needs to register for the course during a subsequent term in order to participate in the class.

If the student has completed almost all the requirements for the course and the instructor agrees that an Incomplete is appropriate, the instructor will complete an Incomplete Grade Contract in MaineStreet which specifies the following:

- the work to be completed by the student
- the date by which the student will complete the work

- the grade the student will receive if the work is not completed.

The Registrar's Office waits until 210 days after the end of the semester in which the Incomplete was given, then changes any remaining Incomplete grades to the grade specified on the Incomplete Grade Contract. If no grade is specified, the Incomplete is turned to an "F."

## ATTENDANCE

A student is responsible for meeting all the academic requirements of a course, including attendance. The attendance policy for each course is stated in the course syllabus given to each student at the first class meeting.

*Students who Stop Attending.* Students who stop attending classes during the drop period will be removed from those classes, since the university is obligated by law only to report as enrolled those students who are actually attending or participating in classes. In online classes, signing into Blackboard will be considered attendance or participation in the class.

After the end of the drop period, students who disappear from classes, but fail to withdraw, will be assigned a grade of L, which has the same value as an F on the student's grade point average. Financial aid may be adjusted depending on the student's last reported date of attendance.

## GRADE REPORTS

Once grades have been posted to their academic records, students can see them by selecting the link for *Grades* in the Academics section of their MaineStreet Student Center.

Students without a Business Office hold should also be able to print out an *Unofficial Transcript* from the drop-down box labelled "Other Academic" in their MaineStreet Student Center.

Students needing assistance to use the system should call the Advising Center at (207) 255-1470 or the Registrar's Office at (207) 255-1223.

## ACADEMIC RECORDS

*Transcripts* — Students' official academic records are maintained in the Registrar's Office. Transcripts of these records are not furnished to individuals, other institutions, or prospective employers without the written consent of the student. Written requests for transcripts should be addressed to the Registrar's Office, University of Maine at

Machias, 116 O'Brien Avenue, Machias ME 04654-1397. There is no charge for printed transcripts. Students needing secure, electronic copies of their official transcripts may order them for a \$4 fee as long as they have no Business Office holds (<http://machias.edu/transcript>).

University policy prohibits issuing official transcripts to any student indebted to the University.

Students applying for admission to other University of Maine System institutions do not need to request transcripts since Admissions and Transfer Officers have access to internal transcripts, as long as students have no holds on their record.

*Academic Record Changes* — Considerable care is taken to ensure that courses and grades entered on a student's permanent record are accurate. Any student who suspects an error has been made should contact the Registrar's Office immediately. Records are assumed to be correct if a student does not report any discrepancies to the Registrar's Office within one year of the completion of the course. At that time, the record becomes permanent and the student has no further right to appeal.

## PROBATION AND SUSPENSION

To be considered in good academic standing, students are required to meet the following minimum cumulative and/or semester GPA:

<i>Credit hours attempted</i>	<i>Minimum cumulative GPA</i>
0 - 15	1.5
16 - 29	1.6
30 - 59	1.7
60 - 89	1.8
90+	1.9

*Probation* — Students will be placed on academic probation if their cumulative GPA falls below the minimum specified for the hours they've attempted. Students who earn a semester GPA below 1.5, regardless of their cumulative average, will also be placed or continued on probation.

*Suspension* — Students who have been on probation for two consecutive semesters and fail to achieve the necessary minimum GPA will be suspended for one semester.

Students who have been accepted into the Transitions Program will be suspended if they do not bring their cumulative Grade

Point Average to the minimum specified for the number of hours they've attempted by the end of their second semester.

Students who have been academically suspended must apply for readmission if they desire to return.

*Appeal Process* — If a student wishes this suspension to be reconsidered, he or she has the option for an appeal to the faculty Academic Affairs Appeals Committee. If the Committee upholds the suspension and the student is not satisfied, the student has the option for a further appeal to the Vice President for Academic Affairs.

*Dismissal* — Students placed on suspension for a third time will be dismissed from the University for five years. Students dismissed for academic reasons must apply for readmission if they desire to return.

## RESIDENCY REQUIREMENTS

Students in baccalaureate degree programs must complete at least 30 credits through UMM, at least 12 of which must be in their major and 9 of these 12 must be upper level (300 level or above).

Students must complete at least 15 credits through UMM to receive an associate degree from this institution

Students completing a Certificate program must complete a minimum of 12 credits through UMM.

## COURSE SUBSTITUTIONS

Under unusual circumstances, a student may request that a course substitution be approved for a particular core or program requirement. The student must initiate the request, indicating the course to be substituted for the requirement and detailing how the replacement course meets the objectives of the original requirement. Faculty who normally teach the required course will have input into the decision, as will the student's advisor.

If the substitution is for a major or minor requirement, faculty in the Division housing the program in question will vote to grant or deny the substitution. If the substitution is for a Core requirement, the faculty in the Division which houses the course for which the student is seeking the substitution will recommend approval or denial. For core requirements, the additional approval of the Program Review and Evaluation Committee is also required.

Copies of the complete policy, procedures and forms may be obtained from the Advising Center, Registrar's Office or Registrar's Office web site.

## DEAN'S LIST

At the end of each semester, a Dean's List is compiled to recognize students who have performed with distinction. Academic achievement in summer courses is not considered for inclusion in the list.

All matriculated and special students (e.g., Teacher Certification, UMS Away) are eligible if:

1. they have completed at least 6 or more credits graded on an A-F basis, excluding developmental courses, during the semester in question. Credits earned on a pass/fail basis and in developmental courses (numbered below 100) do not count toward the 6 credit hours;
2. they have achieved a semester average of 3.25 or better and have earned no grade below a C in any course that semester. The semester average for Dean's List purposes will not include grades from developmental courses;
3. they have no Incomplete or Missing grades on their record for that semester, and they have not withdrawn from 6 or more credits during the term; and
4. their academic performance is otherwise satisfactory.

The Dean's List will be formulated 35 days after the end of finals week for that semester. Any final grades or grade changes submitted after that time will not affect a student's Dean's List status for that term.

## HONORS

Degrees are conferred with Honors at commencement for the following academic achievement:

### *Baccalaureate Degree*

Cumulative GPA	
3.75 and above	<i>summa cum laude</i>
3.50 - 3.74	<i>magna cum laude</i>
3.25 - 3.49	<i>cum laude</i>

### *Associate Degree*

Cumulative GPA 3.00 and above *with honors*

## CATALOG EFFECTIVE FOR GRADUATION REQUIREMENTS

Freshmen and new transfer students must satisfy the graduation requirements outlined in the catalog in effect the first semester of their attendance as a matriculated student. Students who take a break in enrollment from the institution without applying for a formal leave of absence must apply for readmission to the institution. Those who wish to complete degree requirements under the catalog in effect during their first semester as a matriculated student should request readmission under the terms of that catalog on their readmission application. The institution may approve or deny this request based on the number and type of courses that the student has left to complete. If this request is denied, students will be expected to complete degree requirements in effect at the time of readmission to the institution.

Any student has the right to select graduation requirements from a later catalog than the one in effect at the time of initial matriculation. No student may select requirements from an earlier catalog.

If significant changes to the University Core and/or program requirements take place while a student is in attendance, a student may choose to complete old core and new program requirements, instead of completing all requirements from the catalog in place at initial matriculation. However, students may not select program and concentration requirements that come from different catalogs.

## ACADEMIC INTEGRITY

Academic integrity is fundamental to an educational community and students have a responsibility to uphold that integrity. Academic dishonesty, a corrosive force in the academic life of any university, jeopardizes the quality of education and depreciates the genuine achievements of others.

## Definitions of Academic Dishonesty

*Cheating* — The UMS Conduct Code, revised in May 2012, defines cheating as “the act or attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered.” Examples include but are not limited to:

1. Using of books, notes, calculators, conversations with others, etc. to complete a test or other assignment when such use is prohibited.

2. Having other people conduct research or work for the student without advance authorization from the instructor. This includes the services of term paper companies (e.g. downloading a paper in whole or in part from the Internet).
3. Reusing previously submitted work in whole or in part for credit or honors without authorization from the instructor.
4. Copying from another student's test paper.
5. Allowing another student to copy from a test paper.
6. Using or possessing specifically prepared materials during a test (e.g. notes, formula lists, notes written on the student's clothing, etc.) when such materials have not been authorized.

*Fabrication* — The UMS Conduct Code, revised in May 2012, defines fabrication as “the use of invented information or the falsification of research or other findings in an academic exercise.” Examples include but are not limited to:

1. Altering and resubmitting returned academic work without notice to the instructor.
2. Citing information not taken from the source indicated. This may include the intentional incorrect documentation of secondary source materials.
3. Listing sources in a bibliography not used in the academic exercise.
4. Submitting in a paper, thesis, lab report or other academic exercise falsified, invented or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin or function of such data or evidence.
5. Submitting as your own any academic exercises (e.g. written work, printing, sculpture, etc.) prepared totally or in part by another.

*Facilitating Academic Dishonesty* — Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

*Plagiarism* — The UMS Conduct Code, revised in May 2012, defines plagiarism as “the submission of another's work as one's own, without adequate attribution.” When a student submits work for credit that includes the words, ideas or data of others, the source of the information must be acknowledged through complete, accurate and specific references, and, if verbatim statements are included, through quotation marks or indentation as appropriate. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers unpublished

as well as published sources. Examples of plagiarism include, but are not limited to:

1. Quoting another person's actual words, complete sentences or paragraphs, or entire pieces of written work without acknowledgement of the original source.
2. Using another person's idea, opinion or theory even if it is completely paraphrased in one's own words without acknowledgement of the source.
3. Borrowing facts, statistics or other illustrative materials that are not clearly common knowledge without acknowledgement of the source.
4. Copying another student's essay test answers as one's own.
5. Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own.
6. When working with others on an assignment, submitting individual copies of the assignment as one's own individual work.

*Appropriate Citation* — Material borrowed from any source, including the Internet, must be acknowledged. Students are urged to consult with individual faculty members, divisions or recognized published guidelines in their field for appropriate formatting of the following:

*Direct Quotation* — Every direct quotation must be identified by quotation marks or appropriate indentation and must be promptly cited using appropriate referencing protocols as specified by the instructor or the discipline of the course.

*Paraphrase* — Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part.

*“Borrowed” Facts or Information* — Information obtained in one's reading or research that is not common knowledge among students in the course must be acknowledged as specified by the instructor or the discipline of the course.

*Academic Misconduct* — Academic misconduct includes other academically dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an unadministered test. Examples include but are not limited to:

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.

3. Bribing any other person to obtain an unadministered test or any information about the test.
4. Entering a building or office for the purpose of obtaining an unadministered test.
5. Continuing to work on an examination or project after the specified time has elapsed.
6. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
7. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form, or other official academic records of the University that relate to grades.
8. Submitting any academic accomplishment in whole or in part for credit more than once whether in the same course or in different courses without prior consent of the instructors.

All violations of the Academic Integrity Code are deemed to be violations of the Student Conduct Code and will be treated as such.

## ACADEMIC APPEAL PROCEDURES

*First Level of Appeal* — Appeals in all academic matters should be initiated by the student directly, in person, with the administrator, faculty member or staff member involved within 30 days of the incident or event in question. If the student is not satisfied with the results, he/she should consult immediately with his/her academic advisor.

*Second Level of Appeal* — The next level of appeal should be by the student and their academic advisor to the next superior of the administrator, faculty member, or staff member involved, and should be submitted in writing within ten days after the ruling on the initial appeal step.

*Third Level of Appeal* — The third level of appeal should be to the Vice President for Academic Affairs, unless they have already been involved at the level of the second step described above.

*Fourth Level of Appeal* — If the student is still not satisfied with the decision of the Vice President for Academic Affairs, he/she may, with the assistance of his/her academic advisor, request a hearing before the Academic Appeals Committee. At this point in the process, the question of whether the appeal is indeed of an “academic” nature shall be determined by the President, the Vice President for Academic Affairs, and the Dean of Students before the appeal shall be referred to the Academic Appeal Committee. If it is ruled not to be an “academic” matter, the

appropriate appeal procedure shall be pointed out to the student and his/her advisor.

The Academic Appeals Committee shall consider all action taken on the appeal to this point and other matters that it deems pertinent to the case. It shall make a full report of this and a specific recommendation for final disposition by the President. As a part of its recommendation, the Academic Appeals Committee shall report the vote count within the committee on its recommendation.

*Final Ruling* — The President shall make the final ruling on the appeal.

## CONFIDENTIALITY OF STUDENT RECORDS

The UMM Registrar’s Office maintains the official academic record of each student in perpetuity. The office also maintains each student’s accurate mailing address and contacts students regarding official academic actions taken by the University. 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 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.

The University gives each graduate one complementary official transcript with the diploma. Additional official copies may be obtained from the UMM Registrar’s Office. Written requests should be sent to: Registrar’s Office, University of Maine at Machias, 116 O’Brien Avenue, Machias, ME 04654. Official transcripts cannot be issued to any student indebted to the university.

Current students without Business Office holds 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 labelled “Other Academic” in their MaineStreet Student Center. No partial transcripts are issued.

## Policies and Practices in Handling Student Records

The Family Educational Rights and Privacy Act of 1974 protects the privacy of students. Under this Act, students have the right to inspect and review their education records and have the right to challenge records when they are inaccurate, misleading, or otherwise in violation of the student’s privacy rights.



## Application of the Act

This Act applies to students presently enrolled at the University of Maine at Machias, former students, and alumni, but not to applicants seeking admission to the institution.

## Educational Records and Information Maintained at UMM

The University does not maintain a single record or file consisting of all materials and information pertaining to students in any one location. Instead, various segments of the record are kept in a variety of offices. The types of records and the custodian of each record are outlined below:

Record Type	Office
Academic	Registrar's Office
Admissions	Admissions Office
Athletics	Athletics Office
Counseling/ Mental Health	Counseling Center
Disciplinary	Student Affairs
Financial	Business Office
Financial Aid	Financial Aid Office
International Students	Admissions Office
Medical & Health	Health Services
Placement	Career Services
Veterans	Registrar's Office

## The term "educational records" does not include:

- Records of faculty and administration that are in the sole possession of the maker, are used only as a personal memory aide and are not accessible or revealed to any other individual except a temporary substitute.
- Law enforcement records maintained by Campus Security which are kept separate from educational records and which are created by a law enforcement unit for a law enforcement purpose;
- Medical, psychiatric, or psychological records created and used only for the care or treatment of a student. These records may be made available to other appropriate treatment professionals at the written request of the student.
- Employment records, except for records of students employed because of their status as students.
- Records that contain information about a student which is obtained after she/he is no longer a student.

## Directory Information

The University of Maine at Machias has designated certain information contained in the education records of its students as directory information for purposes of FERPA. Such directory information may be publicly shared by the University unless the student has taken formal action to restrict its release. Directory information includes: name, date of birth, address (including email 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 the University.

Students can sign in to the MaineStreet portal and select Student Center, then select Privacy Settings 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 submit a Request to Suppress Directory Information form, available online, to the UMM Registrar's Office.

The request will be honored until such time as the student requests otherwise in writing. In the event that such written notification is not filed, the University assumes that the student does not object to the release of the directory information. Once a student is no longer enrolled at the University s/he can no longer request that their directory information not be released.

## Student Rights

The Family Educational Rights and Privacy Act (FERPA) gives students certain rights with respect to their education records. They are:

- I. *The right to inspect and review the student's education records.*
  - A request by a student to inspect a record shall be made in writing to the office which maintains the record. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
  - Every office is obligated to inform the student when the requested record will be made available. The office has up to 45 days to

respond. In most instances, the response will be made promptly.

- Students are obligated to properly identify themselves (Student I.D.) before being shown their record.
- Students are obligated not to interfere with the normal operation of the office in which the record is being maintained.
- Students are obligated to examine the record during regular hours maintained by the particular office.
- Prior to giving a student his or her record for examination, all confidential data received prior to January 1, 1975, any information waived by the student, any information pertaining to other students and any financial records of parents will be removed.
- The examination of the record shall be supervised.
- Copies of records shall, upon request, be transmitted to the student after payment of established fees for such copies, unless payment of the fee prevents access.

*II. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or in violation of the student's rights of privacy.*

After reviewing a record, a student has the right to challenge the content of the record as being inaccurate, misleading, or in violation of the student's rights of privacy. For purposes of this policy, a student may not challenge the judgment of a grade which has been assigned to his or her performance in a course but may challenge the accuracy of the recording of a grade.

After reviewing a record and deciding that some aspect of the record is incorrect, misleading, or otherwise in violation of the privacy rights of the individual, the student may challenge the contents of the record and attempt to resolve the problem through informal discussions with the custodian of the record. If no agreement is reached in this manner, the student should file a request in writing to the President for a formal hearing in order to challenge the contents of the record.

Hearing procedures will be established and conducted in a reasonable period of time with a decision rendered in writing by an impartial official of the institution.

*III. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent*

*that FERPA authorizes disclosure without consent. The University of Maine will disclose information from a student's education records only with the written consent of the student, except for disclosures to the following:*

- To school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, support staff (including Public Safety, Career Center and Student Health Services staff), or coaching position; a person or company with whom the University has contracted (such as an attorney, auditor, National Student Clearinghouse or collection agent); a person serving on the Board of Trustees; a University volunteer working under the supervision of another school official; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- To authorized federal or state officials in connection with an audit or evaluation of federal or state supported educational programs. These entities may make further disclosure of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement of compliance activity on their behalf.
- To state or local officials pursuant to state statute concerning the juvenile justice system.
- Records released in connection with the student's application for, or receipt of, financial aid.
- Organizations conducting studies on behalf of educational agencies in connection with predictive tests, student financial aid programs, or the improvement of instruction provided that the identity of students is not revealed to other than representatives of such organizations. Such information will be destroyed when no longer needed for the purpose for which the study was conducted.
- Recognized accrediting organizations in order to carry out their accrediting functions.
- Parents of a student who is dependent upon such parents for federal income tax purposes.
- Records released on the basis of judicial order or lawfully issued subpoena and on condition that every effort is made to notify the student of the subpoena or order, except where a court or other

issuing agency has ordered that there be no notification.

- In an emergency, appropriate persons as determined by the custodian of the records, if the knowledge of information from the particular record is necessary to protect the health or safety of the student or other persons.
- Disclosure to another educational institution where the student seeks or intends to enroll.
- Disclosure of directory information.
- Disclosure to the student.
- Disclosure of the final results of a disciplinary hearing to a victim of an alleged crime of violence or non-forcible sex offense.
- Disclosure of the final results of a disciplinary hearing involving an alleged crime of violence or non-forcible sex offense where a violation was committed.
- Disclosure in a legal action between the institution and the student.

Records released to any individual or group shall be transmitted on condition that the individual or group is informed that they may not permit any other party to have access to such information without the written consent of the student. The recipient shall also be notified in writing that if compliance with this requirement is not acceptable, all records shall be returned, unused, to the institution. The prohibition on the re-release of records does not apply in the case of disclosures of directory information; disclosures pursuant to a subpoena, court order or litigation; disclosure to the parents of a dependent student; disclosures to the student; or disclosures of the final results of a disciplinary hearing involving an alleged crime of violence or non-forcible sex offense where a violation was committed.

Each office that maintains educational records shall maintain a record for each student with that student's education record. The record shall list all individuals, agencies or organizations which have requested or obtained access to and each disclosure

of the student's education record (except institution officials, court or law enforcement officials, disclosures to the student, disclosures of directory information and disclosures that have been made with the consent of the student, described above).

*IV. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Maine at Machias 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, S.W.  
Washington, DC, 20202-8520

### **Expunging Records**

The official academic record of a student is maintained in perpetuity by the institution. The Registrar's Office is the custodian of this record. No other record is officially designated as a permanent record. Other records can be expunged at the discretion of specific department heads wherein a record resides. For example, the undergraduate Admissions Office expunges records of applicants who do not enroll after one year, while records of applicants who do enroll are maintained in perpetuity. The Office of Financial Aid expunges records five years after the student's last academic year of attendance. It should be noted that access rights shall be honored prior to the destruction of records where the student has requested such access.

Departments and offices which maintain educational records may have specific policies regarding access to and retention of such records which are consistent with this Policy and FERPA. Students seeking information about those specific policies should contact the particular department or office which is the custodian of the record.

## **CERTIFICATE PROGRAMS**

### **GENERAL INFORMATION**

UMM offers the following certificate programs:

*Entrepreneurship*  
*Geographic Information Systems*  
*High School Psychology Teacher Preparation*  
*Human Resource Management*  
*Marketing*  
*Mental Health & Rehabilitation*  
*Technician/Community*  
*Sustainability*

Students who complete the requirements outlined below will receive a certificate and have the certificate noted on their UMM transcript. Students in UMM degree programs may earn certificates, as may students who are not enrolled in a degree program. Students should declare their intention to complete a Certificate by filing a Change of Program form, available through the UMM Registrar's Office or Advising Center.

Students must satisfy the UMM residency requirement for certificate programs, taking at least 12 credit hours through UMM.

Students should notify UMM Registrar's Office when they are ready to complete final requirements for the certificate.

### **Entrepreneurship Certificate**

The Entrepreneurship Certificate program offers students a flexible opportunity to acquire, develop and demonstrate business and risk management skills. The certificate program requires 18 credit hours (6 courses), consisting of five required courses and one elective from ACC, BUS, MAN, MAR or a non-business elective approved by the business faculty. Such an elective should be related to entrepreneurship.

<b>Certificate Requirements</b>		<b>18 cr</b>
BUS 111	Intro to Business & Entrepreneurship	3
MAN 302	Small Business Management for Entrepreneurs	3
MAN 406	Entrepreneurship	3
MAR 101	Marketing & Entrepreneurship	3
MAR 306	Marketing Management for Entrepreneurs	3

Select three credits from one of the following subject areas: 3

ACC	Accounting
BUS	Business
MAN	Management
MAR	Marketing

### **Geographic Information Systems Applications Certificate**

The certificate is designed for students majoring or working in related fields who wish to enhance their employment prospects or future graduate work with skills in geographic information systems (GIS). Such skills are in demand in economics, education, geosciences, government, planning, landscape architecture, public health, public safety, recreation, humanities, graphic design and marine, earth and life sciences.

Coursework stresses hands-on service learning along with relevant theory, giving students practical experience in addressing real-world problems and questions.

<b>Certificate Requirements</b>		<b>23-25 cr</b>
GEO 101	Intro to Geography	3
GIS 230	GIS Applications I	4
GIS 330	GIS Applications II	4
GIS 204	Global Positioning Systems (GPS)	1-2

Select three additional GIS elective courses at the 300-level or higher 11-12

### **High School Psychology Teacher Preparation**

This post-baccalaureate certificate program is designed for high school psychology teachers. The American Psychological Association Council of Representatives has approved a new set of national guidelines that outlines models for preparing high school teachers to teach psychology effectively. APA advocates the development of a teaching credential endorsement for psychology in all states and recommends that pre-service teachers complete a second teaching field or endorsement for their teaching credential. Completing this certificate is a way high school teachers can establish competence

for teaching psychology and helps ensure future competitiveness for individual high school teachers.

This certificate is available only to holders of baccalaureate degrees earned at regionally accredited post-secondary institutions.

### **Certificate Requirements** **28-29 cr**

#### **Foundation Courses**

PSY 110	Introduction to Psychology	3
SSC 420	Research Methods	4
<i>Select one of the following:</i>		3-4

*MAT 113 Intro to Statistics*  
*MAT 215 Applied Statistics*

<i>Select one of the following:</i>		3
<i>PSY 420 Learning &amp; Memory</i>		
<i>PSY 430 Perception &amp; Cognition</i>		

#### **Breadth courses**

PSY 214	Psychology of Prejudice	3
<i>Select one of the following:</i>		3
<i>PSY 201 Developmental Psychology</i>		
<i>PSY 212 Lifespan I</i>		
<i>PSY 324 Lifespan II</i>		

PSY 442	Physiological Psychology	3
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#### **Application/Pedagogical Development**

PSY 203	Educational Psychology	3
PSY 311	Social Psychology	3

## **Human Resource Management Certificate**

The Human Resource Management Certificate program offers students a flexible opportunity to acquire, develop and demonstrate a variety of personal management skills related to the broad spectrum of the Human Resource function within their organizations. The certificate program requires 18 credits hours, consisting of five required courses and one elective of the student's choice, as listed below.

### **Certificate Requirements** **18 cr**

BUS 324	Labor Relations Management	3
BUS 325	Business Ethics & Social Responsibility	3
MAN 301	Management	3
MAN 315	Negotiations	3
MAN 332	Human Resource Management	3

*Select one of the following:* 3

*BUS 332 Leadership*  
*MAN 303 Project Management*  
*MAN 313 Managerial Decision-Making*  
*MAN 318 Human Behavior in Organizations*

## **Marketing Certificate**

The Marketing Certificate program offers students a flexible opportunity to acquire, develop and demonstrate a variety of marketing skills related to the broad spectrum of the Marketing function within their organizations. The certificate program requires 18 credit hours, consisting of five required courses and one elective of the student's choice, as listed below.

### **Certificate Requirements** **18 cr**

MAR 101	Marketing & Entrepreneurship	3
MAR 218	Advertising	3
MAR 323	Personal Selling	3
MAR 324	Consumer Behavior	3
MAR 306	Marketing Management	3

*Select one of the following:* 3

*MAR 215 Marketing Channels*  
*MAR 315 Marketing for Non-profit Organizations*  
*MAR 406 Marketing Research*

## **Mental Health & Rehabilitation Technician/Community Certificate**

Any student who is interested in a career in mental health services, including being a counselor, therapist, case manager, or clinical psychologist, or in any associated nursing or medical field, can use MHRT courses to benefit their professional development.

MHRT/C is a standardized training & certification process that prepares people to meet the basic requirements for employment in the field of adult and older adult mental health and rehabilitation services in the state of Maine. The UMM Certificate in MHRT provides the ten courses required for state MHRT/C certification.

### **Certificate Requirements** **30 cr**

PSY 211	Intro to Behavioral & Community Mental Health Systems	3
PSY 213	Psychosocial Rehabilitation Practices	3
PSY 313	Counseling Diverse Populations	3
PSY 324	Lifespan II	3
PSY 326	Vocational Aspects of Disability	3
PSY 328	Case Management	3

PSY 329	Trauma & Recovery	3
PSY 332	Crisis Identification & Resolution	3
PSY 351	Chemical Dependency & Dual Diagnosis Counseling	3
PSY 302	Intro to Counseling	3

## Sustainability Certificate

The Sustainability Certificate program offers students a flexible opportunity to acquire an understanding of the economic, political, social, scientific and technological assumptions and analyses underlying the concept of sustainability, including intergenerational equity, redistribution of wealth and income, and preservation of economic, social and natural capital.

<b>Certificate Requirements</b>		<b>18 cr</b>
ENV 1xx	Intro to Sustainability	3
ENV 112	Environmental Issues	3
ENV 4xx	Sustainability Capstone	3

*Select 9 credits from the following:* 9

<i>ANT 212</i>	<i>Environmental Anthropology</i>
<i>ANT 313</i>	<i>Political Ecology</i>
<i>BUS 326</i>	<i>Sustainable Business</i>
<i>ECO 223</i>	<i>Environmental Economics</i>
<i>ENV 213</i>	<i>Environmental Ethics &amp; Values</i>
<i>ENV 223</i>	<i>Environmental Economics</i>
<i>GIS 230</i>	<i>Intro to Geographic Information Systems</i>
<i>HTY 321</i>	<i>World Environmental History</i>
<i>POS 305</i>	<i>Environmental Policy</i>
<i>PSY 319</i>	<i>Community Psychology &amp; Environment</i>
<i>REM 223</i>	<i>Ecotourism</i>
<i>REM 327</i>	<i>Recreation Behavior &amp; the Environment</i>
<i>SOC 314</i>	<i>Environmental Law/Environmental Crime</i>

*Select one of the following:*

<i>BUS 332</i>	<i>Leadership</i>
<i>REM 225</i>	<i>Leadership &amp; Group Dynamics</i>

# ASSOCIATE PROGRAMS

## GENERAL INFORMATION

The Associate of Arts degree in Liberal Studies provides four areas of specialization:

*Allied Health*  
*Marine Biology*  
*Mental Health & Rehabilitation*  
*Psychology*

The Associate in Science degree in Business Technology provides two areas of specialization:

*Small Business Management &  
Entrepreneurship*  
*Recreation Management*

The programs of study emphasize liberal arts as well as professional studies. In addition, the curricula facilitate transition to UMM's baccalaureate programs for those students who desire to further their studies or seek higher credentials.

## Liberal Studies

Students completing the Associate of Arts in Liberal Studies may complete optional concentrations in Allied Health, Marine Biology, Mental Health & Rehabilitation or Psychology.

To graduate, students must earn a minimum of 60 credits and achieve a cumulative GPA of at least 2.0.

Students who complete this program will have completed all the general education requirements for the baccalaureate degree.

### General Requirements

#### I. MAINE COASTAL ODYSSEY 13-16 CR

First-Year Seminar		1-3
ELA 101	Recreation & Wellness	3
ELA 113	Natural Environments*	3-4
ELA 112	Community & Place	3
ELA 342	Humans & Nature	3

\* May also be satisfied by any of the Scientific Inquiry courses below.

#### II. COMMUNICATION SKILLS 6 CR

ENG 101	Composition	3
SPE 104	Public Speaking	3

#### III. AESTHETIC PERSPECTIVES 4 CR

Select courses with a Requirement Designation of "Aesthetic Perspectives" from at least two of the following areas: art, dance, music, theater, interdisciplinary fine arts and/or creative writing.

At least one credit must be taken in studio or performing arts.

#### IV. HISTORICAL PERSPECTIVES 6 CR

Select one of the following: 3

*HTY 115 World History I*

*HTY 116 World History II*

Select any other 200 or 300-level HTY course 3

#### V. LITERARY PERSPECTIVES 3 CR

Select one of the following:

*ENG 113 Intro to Humanities*

*ENG 114 Topics in World Literature*

*ENG 117 Intro to Literary & Cultural Studies*

*ENG 118 Topics in Contemporary Literature*

#### VI. GLOBAL PERSPECTIVES 3 CR

Select one of the following:

*ANT 101 Cultural Anthropology*

*BUS 334 International Business*

*CMY 220 Soliya*

*ENG 224 Masterpieces of World Literature*

*GEO 101 Intro to Geography*

*HTY 115 or 116 World History I or II\**

*HTY 321 World Environmental History\**

*Any foreign language course*

*Any 3-credit course that includes an approved study abroad trip*

*Any approved study abroad transfer credit*

*An approved study abroad experience*

\* Course not used to fill Historical Perspectives requirement.

#### VII. SOCIAL SCIENCES & THE ENVIRONMENT 3 CR

Select one of the following:

*ANT 212 Environmental Anthropology*

*ANT 313 Political Ecology*

*ECO 223 Environmental Economics*

*ENV 112 Environmental Issues*

*POS 305 Environmental Policy*

*PSY 317 Environmental Psychology*

*PSY 334 Community Psychology & the Environment*

REM 327 *Recreational Behavior & the Environment*

### VIII. SCIENTIFIC INQUIRY 3-4 CR

Select one of the following:

ELA 113 *Natural Environments*  
 BIO 117 *This is Life!*  
 CHY 101 *General Chemistry I*  
 ENV 103 *Oceanography*  
 MTR 101 *Meteorology*  
 PHY 111 *Physics I*

### IX. MATHEMATICAL LITERACY 3-8 CR

Select any two MAT courses at or above the 100-level. One of these courses may be MAT 102 Intermediate Algebra or its equivalent (see below).

Ways to establish equivalence to MAT 102:

1. Score at least 500 on SAT math exam or at least 21 on ACT math exam.
2. Score 50 or better on CLEP College Mathematics or College Algebra exam taken after 7/1/2001 or 500 or better on same exam taken before that date.
3. Place beyond Intermediate Algebra on Accuplacer placement exam.

Note: Credit will not be awarded for choices 1 and 3 above.

### Allied Health Concentration 17-18 cr

BIO 110 Human Anatomy/Physiology I 4  
 BIO 230 Human Anatomy/Physiology II 4  
 PSY 110 Intro to Psychology 3  
 Select two of the following: 6-7  
 BIO 221 *General Microbiology*  
 PSY 201 *Developmental Psychology*  
 SOC 114 *Intro to Sociology*

### Marine Biology Concentration 16 cr

BIO 118 Animal Life 2  
 BIO 119 Plant Life 2  
 BIO 206 Intro to Marine Biology 4  
 BIO Any Marine Biology course at the 200-level or higher 4  
 ENV 103 Oceanography 4

Note: Students in this concentration need to complete BIO 117 *This is Life!* to fulfill Scientific Inquiry requirement.

### Mental Health & Rehabilitation Concentration 15 cr

PSY 110 Intro to Psychology 3

PSY 211 Intro to Behavioral & Community Mental Health Systems 3  
 PSY 213 Psychosocial Rehabilitation Practices 3  
 PSY 230 Abnormal Psychology 3  
 SSC 302 Introduction to Counseling 3

### Psychology Concentration 15 cr

PSY 102 Personal Growth 3  
 PSY 110 Intro to Psychology 3  
 PSY 211 Intro to Behavioral & Community Mental Health Systems 3  
 PSY 311 Social Psychology 3  
 PSY 420 Learning & Memory 3

## Small Business Management & Entrepreneurship

The curriculum for Small Business Management and Entrepreneurship enables the student to prepare for entry-level positions in a variety of professional areas including accounting, business computer programming and entry-level management positions.

The program of study emphasizes liberal arts as well as professional studies. In addition, the curriculum facilitates transition to UMM's baccalaureate programs for those students who decide to further their studies or seek higher credentials.

### General Requirements

To graduate, students must earn a minimum of 60 credits and achieve a cumulative GPA of at least 2.00.

### English/Liberal Arts Requirements 9

ENG 101 Composition 3  
 Select one: 3  
 ENG 113 *Intro to Humanities*  
 ENG 114 *Topics in World Literature*  
 ENG 117 *Intro to Literary & Cultural Studies*  
 ENG 118 *Topics in Contemporary Literature*

Humanities elective from Art, Music, Theatre, or Speech, Foreign Language 3

### Social Science Requirements 6

Select one: 3  
 ANT 101 *Cultural Anthropology*  
 PSY 110 *Intro to Psychology*



*SOC 114 Intro to Sociology*  
Economics Elective 3

**Math Requirements 0-3**

MAT 12 Beginning Algebra competency\* 0-3  
MAT course at or above the 100-level 0-3  
This course may be MAT 102 Intermediate Algebra or its equivalent (see below).

Ways to establish equivalence to MAT 102:

1. Score at least 500 on SAT math exam or at least 21 on ACT math exam.
2. Score 50 or better on CLEP College Mathematics or College Algebra exam taken after 7/1/2001 or 500 or better on same exam taken before that date.
3. Place beyond Intermediate Algebra on Accuplacer placement exam.

*Note: Credit will not be awarded for choices 1 and 3 above.*

\* Achieving equivalence for MAT 102 automatically demonstrates competence in MAT 12 Beginning Algebra.

**Business Requirements 24**

ACC 201 Financial Accounting 3  
BUS 111 Intro to Business & Entrepreneurship 3  
BUS 212 Business Communications 3  
BUS 221 Business Law I 3  
MAN 302 Small Business Management & Entrepreneurship 3  
MAR 101 Marketing & Entrepreneurship 3  
Computer Applications electives 6

**Business Electives 12**

*Select 3 Credits from Marketing (MAR), Management (MAN), Accounting (ACC) or Business (BUS) at or above the 300 level* 3

*Select 9 Hours from Marketing (MAR), Management (MAN), Accounting (ACC), and/or Business (BUS) (any level)* 9

**General Electives 6-9**

Electives to bring total to 60 credits

## Recreation Management

Recreation Management emphasizes a study of recreational services integrated with business management. The general objective of this program

is preparation for program leadership positions in the field of leisure services.

The program of study emphasizes environmental liberal arts as well as professional studies. In addition, the curriculum facilitates transition to UMM's Environmental Recreation & Tourism Management baccalaureate program for those students who decide to further their studies or seek higher credentials.

**General Requirements**

To graduate, students must earn a minimum of 65 credits and achieve a cumulative GPA of at least 2.00.

**First-Year Seminar 1-3**

FYS 101 First-Year Seminar

**Communications 6**

ENG 101 Composition 3  
SPE 104 Public Speaking 3

**Aesthetic Perspectives 4**

Complete 4 credits from at least two of the following areas: ART, DAN, MUS, THE, FIA or Creative Writing. At least one credit must be in studio or performing arts.

**Scientific Inquiry 4**

ELA 113 Natural Environments 4

**Math Requirements 0-3**

MAT 12 Beginning Algebra competency\* 0-3  
MAT course at or above the 100-level 0-3  
This course may be MAT 102 Intermediate Algebra or its equivalent (see below).

Ways to establish equivalence to MAT 102:

1. Score at least 500 on SAT math exam or at least 21 on ACT math exam.
2. Score 50 or better on CLEP College Mathematics or College Algebra exam taken after 7/1/2001 or 500 or better on same exam taken before that date.
3. Place beyond Intermediate Algebra on Accuplacer placement exam.

*Note: Credit will not be awarded for choices 1 and 3 above.*

\* Achieving equivalence for MAT 102 automatically demonstrates competence in MAT 12 Beginning Algebra.

<b>Business</b>	<b>9</b>
BUS 221 Business Law I	3
MAR 101 Marketing & Entrepreneurship	3
<i>Select 3 Credits from Marketing (MAR), Management (MAN), Accounting (ACC) or Business (BUS) at or above the 200 level</i>	3

<b>Recreation</b>	<b>28-29</b>
REM 110 Intro to Environmental Recreation & Tourism Management	3
REM 115 History & Philosophy of Recreation	3
REM 121 Outdoor Recreation I	3
REM 201 Leisure Activities	3
REM 202 Recreational Sports Methods	3
REM 205 Recreation Safety & First Aid	4
REM 219 Intro to Tourism	3

REM 226 Recreation Program Planning	3
<i>Select one:</i>	3
REM 230 Outdoor Leadership or REM 213 Principles of Coaching	
Recreation Management Elective	3-4

<b>Cooperative Education</b>	<b>3</b>
COE 201 Cooperative Education I	3

<b>Wellness and Physical Activity</b>	<b>5</b>
ELA 101 Recreation & Wellness Seminar	3
Two additional credit hours of Physical Education Activity courses	2

<b>General Elective</b>	<b>3-5</b>
Electives to bring total to 65 credits	

# BACCALAUREATE PROGRAMS

## GENERAL INFORMATION

The Bachelor of Arts, Bachelor of Science, and Bachelor of College Studies are the three baccalaureate degrees awarded at the University of Maine at Machias. The Bachelor of Arts degree is offered with the following majors:

*Biology*  
*English, Creative Writing, and Book Arts*  
*Interdisciplinary Fine Arts*  
*Interdisciplinary Studies*  
*Psychology & Community Studies*

The Bachelor of Science degree is offered with the following majors:

*Business & Entrepreneurial Studies*  
*Elementary Education*  
*Environmental Recreation & Tourism*  
*Management*  
*Environmental Studies*  
*Marine Biology*  
*Secondary Education*

The Bachelor of College Studies degree allows students to develop an individualized concentration in an area of interest to them.

Students in baccalaureate degree programs may also select minors from the following areas:

*American Studies*  
*Art*  
*Biology*  
*Business Administration*  
*Chemistry*  
*Coaching*  
*Counseling*  
*Creative Writing*  
*Cultural Anthropology*  
*Economics*  
*English*  
*Environmental Recreation*  
*Environmental Science*  
*Environmental Studies*  
*Geographic Information Systems*  
*History*  
*Leisure Studies*  
*Marine Biology*  
*Mathematics*  
*Music*  
*Outdoor Recreation*  
*Professional Writing*  
*Psychology*  
*Public Administration*

*Secondary Education*  
*Substance Abuse Services*  
*Sustainability Management*  
*Women's Studies*

## UNIVERSITY CORE REQUIREMENTS

All baccalaureate degree candidates, regardless of their chosen academic programs, must meet certain general requirements. Each candidate must earn at least 120 credits prior to graduation and have a cumulative grade point average (GPA) of at least 2.00.

Each baccalaureate student must also complete the University Core requirements. The core curriculum is designed to provide a foundation in general education along with an introduction to a wide variety of academic disciplines important for professional growth and lifelong learning.

It is often possible for a student to meet a program requirement and a core requirement at the same time. For example, students in the Psychology & Community Studies program may use ANT 101 Cultural Anthropology to meet a core requirement in Global Perspectives.

Transfer students who enter with an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited institution will receive some core exceptions, as will students who enter with 60 or more credits in transfer, but who have not completed an AA or an AS degree. Details on the core exceptions that apply to these two groups of transfer students (matriculating after January 1, 2011) can be found at: <http://machias.edu/transfer.html>.

### Statement of Purpose for the Core Curriculum

Our strong liberal arts core supports students as they develop the skills, knowledge, and values necessary for lifelong intellectual engagement, professional success, and responsible citizenship. The core experience provides students with opportunities to build an array of thinking and communication skills, while acquiring a broad base of knowledge from diverse disciplines and cultures. It promotes active learning and community engagement through scholarship and application of knowledge. The core fosters critical thinking, creativity, integrity and flexibility. The core experience complements each program of study so that students graduate from UMM ready to live full and interesting lives.

<b>I. MAINE COASTAL ODYSSEY</b>	<b>13-16 CR</b>
First-Year Seminar	1-3

ELA 101	Recreation & Wellness	3
ELA 113	Natural Environments*	3-4
ELA 112	Community & Place	3
ELA 342	Humans & Nature	3

\* May also be satisfied by any of the Scientific Inquiry courses below.

## II. COMMUNICATION SKILLS 6 CR

ENG 101	Composition	3
SPE 104	Public Speaking	3
Advanced Level Writing (in program)		

## III. AESTHETIC PERSPECTIVES 4 CR

Select courses with a Requirement Designation of "Aesthetic Perspectives" from at least two of the following areas: art, dance, music, theater, interdisciplinary fine arts, video production and/or creative writing.

At least one credit must be taken in studio or performing arts.

## IV. HISTORICAL PERSPECTIVES 6 CR

<i>Select one of the following:</i>		3
<i>HTY 115 World History I</i>		
<i>HTY 116 World History II</i>		
Select any other 200 or 300-level HTY course		3

## V. LITERARY PERSPECTIVES 3 CR

<i>Select one of the following:</i>		3
<i>ENG 113</i>	<i>Intro to Humanities</i>	
<i>ENG 114</i>	<i>Topics in World Literature</i>	
<i>ENG 117</i>	<i>Intro to Literary &amp; Cultural Studies</i>	
<i>ENG 118</i>	<i>Topics in Contemporary Literature</i>	

## VI. GLOBAL PERSPECTIVES 3 CR

<i>Select one of the following:</i>		3
<i>ANT 101</i>	<i>Cultural Anthropology</i>	
<i>BUS 334</i>	<i>International Business</i>	
<i>CMY 220</i>	<i>Soliya</i>	
<i>ENG 224</i>	<i>Masterpieces of World Literature</i>	
<i>GEO 101</i>	<i>Intro to Geography</i>	
<i>HTY 115 or 116 World History I or II*</i>		
<i>HTY 321</i>	<i>World Environmental History*</i>	
<i>Any foreign language course</i>		
<i>Any 3-credit course that includes an approved study abroad trip</i>		
<i>Any approved study abroad transfer credit</i>		
<i>An approved study abroad experience</i>		

\* Course not used to fill Historical Perspectives requirement.

## VII. SOCIAL SCIENCES & THE ENVIRONMENT 3 CR

<i>Select one of the following:</i>		3
<i>ANT 212</i>	<i>Environmental Anthropology</i>	
<i>ANT 313</i>	<i>Political Ecology</i>	
<i>ECO 223</i>	<i>Environmental Economics</i>	
<i>ENV 112</i>	<i>Environmental Issues</i>	
<i>POS 305</i>	<i>Environmental Policy</i>	
<i>PSY 317</i>	<i>Environmental Psychology</i>	
<i>PSY 334</i>	<i>Community Psychology &amp; the Environment</i>	
<i>REM 327</i>	<i>Recreational Behavior &amp; the Environment</i>	

## VIII. SCIENTIFIC INQUIRY 3-4 CR

<i>Select one of the following:</i>		
<i>ELA 113</i>	<i>Natural Environments</i>	
<i>BIO 117</i>	<i>This is Life!</i>	
<i>CHY 101</i>	<i>General Chemistry I</i>	
<i>ENV 103</i>	<i>Oceanography</i>	
<i>MTR 101</i>	<i>Meteorology</i>	
<i>PHY 111</i>	<i>Physics I</i>	

## IX. MATHEMATICAL LITERACY 3-8 CR

Select any two MAT courses at or above the 100-level. One of these courses may be MAT 102 Intermediate Algebra or its equivalent (see below).

Ways to establish equivalence to MAT 102:

- Score at least 500 on SAT math exam or at least 21 on ACT math exam.
- Score 50 or better on CLEP College Mathematics or College Algebra exam taken after 7/1/2001 or 500 or better on same exam taken before that date.
- Place beyond Intermediate Algebra on Accuplacer placement exam.

*Note: Credit will not be awarded for choices 1 and 3 above.*

## X. WRITING REQUIREMENTS

All students are required to participate in an academic writing intensive experience beyond ENG 101. In recognition of the importance of writing in all disciplines, the faculty has infused writing intensive coursework throughout the curriculum.

Students are also required to take an advanced level writing course, which is built into the curriculum of each degree program.

## XI. SERVICE REQUIREMENT

As a public institution of higher education, UMM has a responsibility to prepare students not only for their future careers, but also for their obligations as citizens in their communities and in the world. In addition to fostering students' intellectual development, UMM is also dedicated to the idea that students should develop ethically and socially, becoming responsible citizens. Students engage in service in several ways:

*Program-Specific Service Options* are designed into the required curriculum in certain degree programs.

*Community Service* is documented voluntary work performed over an extended period of time that has use for the community and would not be done through other means.

*Service-Learning Courses*, while incorporating a community service component, link the service to the course content and learning objectives. Thus service-learning courses link theory with practice in an experiential learning activity, allowing students to deepen their understanding of the curriculum. Faculty and students collaborate with community agencies to provide needed services to the non-campus community.

## ***BACHELOR OF ARTS***

UMM offers the Bachelor of Arts degree with majors in

***Biology***

***English, Creative Writing, and Book Arts***

***Interdisciplinary Fine Arts***

***Interdisciplinary Studies***

***Psychology & Community Studies***

Programs are designed to develop the skills necessary to learn actively, think clearly and creatively, work independently and collaboratively and communicate precisely. Intensive work in their major will prepare students for immediate employment or graduate studies, or provide personal enrichment.

To complete the Bachelor of Arts degree programs listed above, students must satisfy both the University Core requirements and the requirements in a major field. Students must accumulate a minimum of 120 credits with a minimum cumulative Grade Point Average of 2.00.

## **Biology Major**

Biology is one of the traditional liberal arts; it informs us about ourselves, the dynamics of the natural world, and how we interact with our environment. In so doing, biology complements the other liberal arts programs as a context for human endeavors.

Biology provides the basis of knowledge in the areas of medicine, agriculture, biotechnology, and ecology. Studies of nature have long been the inspiration for works of art, literature, and music. At the same time, rapid advancements in biotechnology affect nearly every facet of our lives from the foods we eat and the drugs we take, to the fibers that are used to make our clothes. With our increasing ability to manipulate the genetic structure of organisms, as well as the structure and composition of entire ecosystems, comes an increased responsibility for all citizens to act in an informed manner.

Within that context, the major objectives of the B.A. in Biology at UMM are to:

- (1) provide a broad and substantive training in scientific inquiry appropriate for students seeking careers in the biological sciences or in secondary education immediately following graduation;
- (2) provide rigorous training for students planning to further their education in professional studies or graduate school; and
- (3) allow sufficient flexibility to encourage students to pursue a concentration, a minor, or a second major.

Students will study biological systems at the level of the cell, the organism, and the ecosystem. Courses in mathematics, physics, and chemistry will enhance students' understanding of the physical laws that govern the activities of living organisms. All coursework is enhanced by extensive study in the laboratory and in the field with emphasis on hypothesis formulation and testing, and experimental design.

All students in the biology major are required to complete 57 credits of program requirements. A highlight of these requirements is the opportunity to participate in a Senior Thesis that allows students to do an in-depth study of an area of particular interest. Alternatively, students may enroll in a Senior Seminar that explores advanced topics in biology based on a student's previous training. Students may elect additional coursework to complete a Pre-Professional, Wildlife Biology, or Fisheries Biology

concentration. Biology courses required in either concentration will fulfill biology electives in the program requirements.

### General Requirements

All University Core requirements must be met in addition to the Biology program requirements. Note that completion of some courses within the major, such as in mathematics, will also fulfill Core requirements. Students must earn a minimum of 120 credits and achieve a cumulative GPA of at least 2.00.

A minimum cumulative GPA of 2.00 in the degree program requirements is necessary for graduation. This GPA must be achieved by the completion of a total of 60 credits. If the student fails to maintain this average in subsequent semesters, a warning may be issued. A student may lose matriculated status if the average remains below 2.0 after the completion of another 12 credits. Students may petition to be readmitted to the program.

### Program requirements **33 cr**

BIO 117	This is Life!	4
BIO 118	Animal Life	2
BIO 119	Plant Life	2
BIO 245	General Ecology	4
BIO 334	Cell Biology	4
BIO 340	Evolution	3
BIO 353	Genetics	4

Select one pair from the following:

BIO 401-403	Senior Thesis	3
<i>and</i>		
BIO electives at 200 level or higher		7

**OR**

BIO 404-406	Senior Thesis in Research	6
<i>and</i>		
BIO electives at 200 level or higher		4

**OR**

BIO 410	Senior Seminar in Biology	3
<i>and</i>		
BIO electives at 200 level or higher		7

### Cognate course requirements **24 cr**

CHY 101	General Chemistry I	4
CHY 102	General Chemistry II	4
CHY 221	Organic Chemistry I	4
MAT 126	Calculus I	4
PHY 111	Physics I	4

Select one from: **4**

MAT 127	Calculus II
PHY 112	Physics II

A student may select one of the concentrations below. A concentration is not required to complete the Biology degree.

### Pre-Professional Concentration **28 cr**

The pre-professional concentration is designed for students planning to pursue careers in medicine, veterinary medicine, dentistry, optometry, pharmacy, or other professions requiring a rigorous background in the life and physical sciences. Courses within this concentration will prepare students to successfully complete entrance exams required by professional schools. Students are encouraged to meet early and often with their advisor to prepare other aspects of their education such as internships, workshops, and volunteer activities in their desired field.

BIO 221	General Microbiology	4
BIO 323	Comparative Vertebrate Anatomy & Physiology	5
BIO 350	Developmental Biology	3
CHY 222	Organic Chemistry II	4
CHY 322	Biochemistry	4
MAT 127	Calculus II	4
PHY 112	Physics II	4

Since some of the above courses will also meet program requirements, the pre-professional concentration requires only an additional 17 to 20 credits.

### Wildlife Biology Concentration **32-34 cr**

BIO 309	Topics: Fish & Wildlife Management	2
BIO 355	Conservation Biology	4
BIO 229	Plant Taxonomy	4
GIS 230	GIS Applications I	4
MAT 215	Applied Statistics	4

Choose one course from: **2-4**

ENV 105	Intro to Trees & Wildflowers of Maine
BIO 333	Plant Ecology

Choose two courses from: **8**

BIO 212	Ornithology
BIO 216	Mammalogy
BIO 218	Herpetology
BIO 224	General Entomology

Choose one course from: **4**

MAT 127	Calculus II
BIO 315	Experimental Design & Analysis for Biologists

Since some of the above courses will also meet program requirements, the Wildlife Biology

concentration requires only an additional 21 to 30 credits.

**Fisheries Biology Concentration** **34 cr**

BIO 235 Intro to Fisheries & Wildlife Management	3
BIO 313 Ichthyology	4
BIO 355 Conservation Biology	4
GIS 230 Geographic Information Systems Applications I	4
MAT 215 Applied Statistics	4
<i>Choose one course from:</i>	4
ENV 103 Oceanography	
BIO 324 Limnology	

<i>Choose two courses from:</i>	8
BIO 221 Microbiology	
BIO 227 Invertebrate Zoology	
BIO 224 General Entomology	

<i>Choose one course from:</i>	4
BIO 315 Experimental Design & Analysis for Biologists	
MAT 127 Calculus II	
GIS 330 GIS Applications II	

Since some of the above courses will also meet program requirements, the fisheries biology concentration requires only an additional 22 to 30 credits.

**General Electives**

Students are encouraged to consult with their advisors in selecting elective courses in and out of biology with future career plans and personal interests in mind.

## English, Creative Writing, and Book Arts Major

The wild coastal region of Downeast Maine captivates the imagination of poets, writers, and artists. Drawing inspiration from this setting, the English, Creative Writing, and Book Arts program offers individualized training in literature with a special focus on writing, publishing, and book arts.

The program's unique curriculum combines the scholarly study of literature, writing, and the aesthetics of hands-on practical publishing so the student can engage in the complete process of literature from inspiration through publication to marketing and publicity. Students select courses in American, British, and world literature. They

practice their craft as writers through these courses and through workshops and independent studies in fiction, poetry, creative nonfiction, and screenwriting. Through class work and internship opportunities, students gain invaluable experience in book and periodical publication in its many different forms — fine letterpress, desktop, digital, and high-speed production.

Students are directly involved in editing, book design, printing, and marketing of various publications, including books produced by the UMM Press. Work takes place in small classroom settings and in the program's professional Book Arts Studio, all located in the last untouched section of the eastern seaboard.

**Career Preparation**

There is no better time to study literature, creative writing, and book arts than the present. Historically, the demand has never been higher for individuals with outstanding skills in written and spoken communication. As books undergo revolutionary changes in the digital age, there comes both a renewed appreciation for the traditional handcrafts as well as an exciting exploration of new possibilities. The English, Creative Writing, and Book Arts Program uniquely prepares its majors for success. The program provides a seamless transition to graduate degrees in English, creative writing, and book arts, but it also provides a solid foundation for other careers: journalism, editing, publishing, book design, teaching, marketing, public relations, archive and museum management, law, library science, and broadcasting. Importantly, all students leave the program with hands-on experience in editing, publishing, and the aesthetics of book design.

**General Requirements**

The English, Creative Writing, and Book Arts major consists of a minimum of 52 credits, which includes three courses (ENG 117, ENG 224 and ART 216) that satisfy University Core requirements. In addition, the major requires a GPA of at least 2.25 in courses used to satisfy program requirements. All students take the general program requirements and select either the Book Arts, Creative Writing or Literary Studies concentration.

In addition to major requirements, students must complete the University Core. Note that some Core requirements may be met by certain program requirements. To graduate, students must earn a minimum of 120 credits and achieve a cumulative GPA of at least 2.00.

**Program Requirements** 40 cr**Creative Writing Requirements**

ENG 210 Beginning Creative Writing 3

*Select two courses from:* 6ENG 231 *Techniques of Poetry*ENG 232 *Techniques of Fiction*ENG 233 *Techniques of Creative  
Nonfiction***Book Arts Requirements**

ART 216 Book Arts 3

ART 322 Book Design &amp; Publishing 3

ENG 236 Professional Editing 3

**Literary Studies Requirements**ENG 117 Intro to Literary & Cultural  
Studies 3

ENG 224 Masterpieces of World Literature 3

ENG 325 Masterpieces of British Literature 3

ENG 327 Masterpieces of American  
Literature 3**Communication Requirements**ENG 207 Studies in Composition and  
Grammar 3

ENG 234 Career Writing 1

*Junior Portfolio Review (milestone)***Capstone Requirement***Complete one of the following options:* 6-12 crENG 441 Professional Project *and* 3

ENG 441 Senior Project 3

**OR**

EDU 490 Student Teaching 12

**Book Arts Concentration** 12 cr

ART 217 Papermaking 3

ENG 242 Electronic &amp; Periodical Publishing 3

ART 326 Book Arts II 3

*Select one course from:* 3ART 214 *Graphic Design*ART 214 *Illustration*ENG 345 *Book Culture & Knowledge***Creative Writing Concentration** 12 cr*Select 6 additional credits in creative  
writing at or above 200 level.* 6*Select 6 additional credits in creative writing  
at or above 300 level.* 6**Literary Studies Concentration** 12 cr*Select one course from:* 3ENG 451 *Chaucer*ENG 453 *Shakespeare**Select 6 additional credits in literature electives  
at or above 200 level that focus on major  
works of the literary canon* 6*Select 3 additional credits in literature electives  
at or above 300 level that focus on major  
authors of the British or American canon* 3**Interdisciplinary Fine Arts  
Major**

UMM's B.A. degree in Interdisciplinary Fine Arts adds new twists to traditional arts programs. Individualized learning plans, intense focus on one area of the arts, and interdisciplinary interactions among many arts characterize the program. Students concentrate in book arts, creative writing, music or visual arts but they learn about all the arts. The program includes rich interactions with all teachers in the fine arts areas and students in the program. The program is also heavily experiential. Students produce their own books, concerts, gallery exhibits, magazines, and radio shows. They learn how to survive in the world of art. At the same time, the B.A. curriculum helps develop skills associated with the traditional liberal arts: thinking, communication, collaboration, and creativity.

**Career Options**

Studies have shown that when you learn about more than one art, you hone skills in communication and problem solving. These skills are in high demand in today's job market. Through an interdisciplinary approach, a student can become an artist and an arts manager, a writer and on-line graphic designer, a musician and a teacher, or an art therapist. With a B.A. degree, students can also pursue graduate study in multiple fields such as law, counseling, or library science. They can undertake advanced study in the art area of their choice.

**General Requirements**

Students who major in Interdisciplinary Fine Arts must complete University Core requirements, program requirements, and the requirements in one concentration (18-21 credits). To graduate, students must earn at least 120 credits and achieve a cumulative grade point average of at least 2.00.



**Program Requirements 33 CR****Discovery & Experience**

<i>Select one:</i>	3
ART 101 2-D Fundamentals of Art	
ART 102 Art Fundamentals: 3-D	
MUS 119 Fundamentals of Music	3
THE 101 Intro to Theatre	3
ENG 210 Beginning Creative Writing	3
Foreign Language	6

**Integration & Involvement**

FIA 103 First-Year Seminar	3
FIA 213 Sophomore Seminar	3
FIA 323 Junior Seminar	3
FIA 400 Senior Seminar	3

**Application & Culmination**

FIA 460 Senior Project	3
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**Book Arts Concentration 21 cr**

ART 216 Book Arts I	3
ART 217 Papermaking	3
ART 326 Book Arts II	3
ENG 242 Electronic & Periodical Publishing	3
<i>Select one:</i>	3

ENG 236 Professional Editing

ART 214 Graphic Design

ART 214 Illustration

ART 218 Printmaking

ENG 441 Professional Project 3

ENG 442 Senior Project\*\* 3

\*\* Students in the Book Arts concentration will also take FIA 400 Senior Seminar and complete the FIA 460 Senior Project.

**Creative Writing Concentration 18 cr**

ART 216 Book Arts I	3
ENG 471 Advanced Creative Writing Workshop	3

*Select 6 credits from the following:* 6

ENG 231 Techniques in Poetry

ENG 232 Techniques in Fiction

ENG 233 Techniques in Creative Nonfiction

*Select 6 credits from the following:* 6

ENG 328 Screenwriting

ENG 352 Fiction Writing: Intermediate

ENG 353 Poetry Writing: Intermediate

ENG 371 Intermediate Creative Writing Workshop

**Music Concentration 18 cr**

MUS 115 Intro to Music: Listening 3

MUS 214 Music Theory I 3

*Select one of the following:* 3

MUS 312 Music History I

MUS 313 Music History II

*Select 6 credits of applied music from different areas (including keyboard, voice, and 1 additional area):* 6

MUS 1-301 Chorale

MUS 103 Applied Music: Private Lessons

MUS 1-407 Applied Music: Performance Groups

*Select 3 credits from the following:* 3

MUS 211 Topics in Music

MUS 223 Songwriting

MUS 312 Music History I

MUS 313 Music History II

MUS 324 Music Theory II

**Visual Arts Concentration 18 cr**

ART 201 Art History I 3

ART 202 Art History II 3

ART 210 Drawing I 3

ART 211 Painting I 3

ART 220 Sculpture 3

ART 320 Life Drawing 3

**Self-Designed Concentration 18 cr**

Students may, in consultation with their advisor, propose an Interdisciplinary Fine Arts concentration of their own design. The proposal must be approved by the advisor, a committee of three Interdisciplinary Fine Arts faculty, and the chair of the Arts & Letters Division. Students must complete the proposal by the time they have completed 45 credits toward their degree.

A self-designed concentration must include at least 18 credits, in addition to FIA 400 and FIA 460, and a minimum of 12 credits at or above the 200 level, of which at least 6 credits must be at the 300 or 400 level.

**Interdisciplinary Studies Major**

The Bachelor of Arts in Interdisciplinary Studies degree provides a broad, flexible, student-driven interdisciplinary liberal arts experience. The program will prepare students to apply multiple perspectives within complex settings by combining tools from various disciplines. Students will gain appreciation for the many ways scholars employ modes of communication and analysis to explore the world's phenomena.

The Interdisciplinary Studies Major requires 36 hours of interdisciplinary coursework from across the

curriculum, as well as a 3-credit capstone course. In addition, at least 18 credits in the major must be at or above the 200-level. At least 9 credits in the major must be at or above the 300-level. Students must achieve a 2.0 grade point average in the courses used to satisfy the program requirements. Courses used to meet program requirements are in addition to those used to fulfill the Core curriculum.

Students must also complete the University core curriculum, and a total of 120 credit hours with a 2.0 cumulative grade point average. Students are encouraged to complete a minor related to their capstone, as well as complete an internship or cooperative education experience.

### **Program Requirements** **39 cr**

At least 9 credits in the major must be at or above the 300 level.

At least 18 credits in the major must be at or above the 200 level.

### **Social Sciences** **9**

*Select 9 credits from the following subject areas:*

ANT	Anthropology
BEH	Behavioral Science
CMY	Community Studies
ECO	Economics
GEO	Geography
HTY	History
POS	Political Science
PSY	Psychology
SOC	Sociology
SSC	Social Sciences

### **Natural Sciences** **9**

*Select 9 credits from the following subject areas:*

AST	Astronomy
BIO	Biology
CHY	Chemistry
ENV	Environmental Studies
GEY	Geology
MTR	Meteorology
PHY	Physics
MAT	Mathematics*

### **Humanities** **9**

*Select 9 credits from the following subject areas:*

AME**	American Studies
ART	Art
ASL	American Sign Language
DAN	Dance
ENG	English
FIA	Interdisciplinary Fine Arts
FRE	French
HUM	Humanities

MUS	Music
PHI	Philosophy
SPA	Spanish
SPE	Speech
THE	Theatre
VID	Video
WRI	Writing
WST**	Women's Studies

### **Professional Studies** **9**

*Select 9 credits from the following subject areas:*

ACC	Accounting
BUS	Business
CSE	Computer Studies
EDU	Education
GIS***	Geographic Information Systems
MAN	Management
MAR	Marketing
PHE	Physical Education
REM	Recreation Management
SED	Special Education
SES	Secretarial Studies

The above is not intended to be an exhaustive list of subjects. Students must seek approval in advance for subject codes not listed.

### **Capstone course** **3**

INT 400 Interdisciplinary Studies:  
Capstone Project **3**

*The interdisciplinary capstone course will include development of a portfolio. This course will explore the applications and extensions of interdisciplinary learning. Students will complete an interdisciplinary project, and participate in discussions of interdisciplinary collaborations in the workplace and the natural environment.*

\* Does not normally meet Science requirement in other programs

\*\* Considered Social Science electives in all other programs

\*\*\* Normally considered a Science elective in other programs

## **Psychology & Community Studies Major**

The Psychology & Community Studies major is an interdisciplinary, community-engaged program, drawing from anthropology, psychology, sociology, community studies, economics, natural sciences, the arts, and humanities. In exploring the cultural heritage and issues affecting the human communities

of Downeast Maine, students obtain a place-based, service-oriented education where they learn how to understand, manage, and promote change — change in their lives, change in society, and global change.

Students complete either the Applied Psychology or Disabilities in Youth concentration.

### Career Options

The Psychology & Community Studies major can prepare the student for a career in human services, research, social work, health sciences, advertising, marketing, personnel and business management, public administration, case management, advocacy, conflict mediation, drug counseling, social work and a variety of entry-level positions in service agencies. Career prospects for graduates in Psychology & Community Studies are further enhanced because the human and social service field continues to be a growing one.

Students can enter some positions with a bachelor's degree, whereas other positions require graduate or professional training. The Psychology & Community Studies faculty is committed to assisting students in planning a program of study that meets their career objectives.

### General Requirements

To graduate, students must earn a minimum of 120 credits and achieve a cumulative GPA of at least 2.00. Students must meet all University Core requirements in addition to program and concentration requirements. The University Core requirements may be met in part by certain Psychology & Community Studies program requirements. For example, the Global Perspectives core requirement is completed in this manner.

### Core Science & Math Requirements 6-8

Select one of the following:

*BIO 117 This is Life!* 4  
*ELA 113 Natural Environments* 3

Select one of the following:

*MAT 113 Intro to Statistics or* 3  
*MAT 215 Applied Statistics* 4

### Theory & Perspective Requirements 18

ANT 101 Cultural Anthropology 3  
CMY 101 Intro to Community Studies 3  
PSY 110 Intro to Psychology 3  
SOC 114 Intro to Sociology 3

Select one of the following: 3

*PHI 201 Ethics or*  
*PSY 222 Psychology Profession & Ethics*

Select one of the following: 3

*Foreign Language elective\**  
*CMY 310 Online Communities & Culture*  
*Economics elective*

\*ASL 101 Intro to Sign Language recommended

### Application Requirements 19

PSY 102 Personal Growth 3  
PSY 211 Intro to Behavioral & Community  
Mental Health Systems 3

Select one course from: 3

*CMY 220 Soliya: Cross-Cultural  
Communication*  
*EDU 217 Working w/Culturally Diverse  
Students*

*PSY 214 Psychology of Prejudice*  
*PSY 313 Counseling Diverse Populations*

Select one course from: 3

*ANT 212 Environmental Anthropology*  
*ANT 313 Political Ecology*  
*PSY 224 Community Psychology & the  
Environment*  
*PSY 317 Environmental Psychology*

COE 313 Community Experience 3  
SSC 420 Research Methods and Design 4  
BEH 450 Senior Project 3

### Applied Psychology Concentration 24 cr

#### Theory & Perspective Requirements

Select one from: 3

*PSY 212 Lifespan I*  
*PSY 324 Lifespan II*  
*PSY 201 Developmental Psychology*

PSY 311 Social Psychology 3  
PSY 420 Learning & Memory 3  
PSY 442 Physiological Psychology 3

#### Application Requirements

*Psychology elective at or above 300 level* 3  
*Psychology elective at any level* 3  
*Social science\* elective at or above 300 level* 3  
*Social science\* or foreign language elective at any  
level* 3

\*from ANT, BEH, CMY, ECO, GIS, HTY, POS SOC,  
SSC, WST

### Disabilities in Youth Concentration 27

SED 310 Dimensions of Exceptionality 3  
SED 320 Special Education Law 3  
SED 325 Assessment in Special Education 3  
SED 335 Program Planning in Special Education 3  
SED 340 Communication & Collaboration in  
Special Education 3

SED 345	Behavior Strategies & Social Skills	3
SED 362	Typical & Atypical Expressive and Receptive Language	3
<i>Select two of the following:*</i>		6
	<i>PSY 100 Animal Behavior &amp; Selection of Service Dogs</i>	
	<i>PSY 200 Behavioral Health Professional</i>	
	<i>SED 316 Working with Students with Emotional Disabilities</i>	
	<i>SED 355 Transitional Issues in Special Education</i>	
	<i>SED 380 Working with Students with Autism Spectrum Disorders</i>	

- \* One of the electives should be an SED course to meet State of Maine minimum requirement of 24 credits hours.

# BACHELOR OF SCIENCE

UMM offers the Bachelor of Science degree with majors in

*Business & Entrepreneurial Studies*  
*Elementary Education*  
*Environmental Recreation & Tourism*  
*Management*  
*Environmental Studies*  
*Marine Biology*  
*Secondary Education*

To complete the Bachelor of Science degree programs listed above, students must complete the University Core, the general program requirements for their major field, and the specific requirements for their chosen concentration or specialization within their major program. Students must earn a minimum of 120 credits with a minimum cumulative Grade Point Average of 2.00.

## Business & Entrepreneurial Studies Major

Our Business and Entrepreneurial Studies program emphasizes professional skills and entrepreneurial talents. Entrepreneurship infuses and inspires the curriculum, from introductory business and marketing courses through capstone courses in entrepreneurship and real world experience.

Successful entrepreneurs are innovators, dreamers and doers. They are prudent risk takers and persistent and focused problem solvers. Our program seeks to encourage and develop entrepreneurs and an entrepreneurial culture.

Every Business & Entrepreneurial Studies student completes nine foundation courses (27 credit hours) in business, marketing, accounting, economics and statistics, and then chooses a concentration of 11, mainly upper-level, courses (33 credit hours). Students choose from concentrations in Accounting, Management, Marketing, Business Sustainability and Sport and Fitness Management, or can design their own concentration, with the approval of the Business faculty.

The Business & Entrepreneurial Studies program provides students technical excellence and entrepreneurial spirit in a small-college atmosphere.

### Program Requirements **60 cr**

In addition to the major requirements, students must complete the University Core. Note that some Core requirements may be met by certain Business & Entrepreneurial Studies requirements. To graduate, students must earn a minimum of 120 credits and achieve a cumulative grade point average of at least 2.00.

### Foundation Courses **27 cr**

ACC 201	Financial Accounting	3
ACC 212	Financial Accounting II	3
BUS 111	Intro to Business	3
BUS 212	Business Communications	3
BUS 221	Business Law I	3
ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
MAR 101	Marketing & Entrepreneurship	3
MAT 113	Intro to Statistics	3

### Accounting Concentration **33 cr**

ACC 202	Managerial Accounting	3
ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
ACC 311	Individual Income Tax	3
ACC 314	QuickBooks	3
ACC 432	Auditing	3
MAN 302	Small Business Mgt & Entrepreneurship	3
MAN 325	Finance	3
MAN 406	Entrepreneurship	3

*Select two of the following:* **6**

<i>BUS 222</i>	<i>Business Law II</i>	
<i>BUS 325</i>	<i>Business Ethics &amp; Social Responsibility</i>	
<i>BUS 334</i>	<i>International Business</i>	
<i>COE 201</i>	<i>Cooperative Education</i>	
<i>MAN 318</i>	<i>Human Behavior &amp; Organizations</i>	
<i>WRI 414</i>	<i>Grant &amp; Proposal Writing</i>	

### Business Sustainability Concentration **33 cr**

BUS 222	Business Law II	3
BUS 325	Business Ethics & Social Responsibility	3
BUS 326	Business Sustainability & Environmental Management	3
BUS 357	Triple Bottom-Line Marketing (USM)	3

*Select one of the following:* **3**

<i>CSE 204</i>	<i>Office Applications/Computer Technology</i>	
<i>CSE 305</i>	<i>Computer Applications for Professionals</i>	
MAN 302	Small Business Management & Entrepreneurship	3
MAN 325	Finance	3

MAN 406	Entrepreneurship	3
POS 305	Environmental Policy	3
<i>Select two of the following:</i>		6
ACC 432	Auditing	
BUS 334	International Business	
COE 201	Cooperative Education	
ECO 223	Environmental Economics	
ENV 112	Environmental Issues	
ENV 213	Environmental Ethics & Values	
HTY 307	American Economic History	
MAN 318	Human Behavior & Organizations	
MAR 406	Marketing Research	
POS 215	American National Government	
WRI 414	Grant & Proposal Writing	

### Management Concentration 33 cr

ACC 202	Managerial Accounting	3
BUS 222	Business Law II	3
BUS 334	International Business	3
<i>Select one of the following:</i>		3
CSE 204	Office Applications/Computer Technology	
CSE 305	Computer Applications for Professionals	
MAN 301	Management	3
MAN 302	Small Bus Mgt & Entrepreneurship	3
MAN 318	Human Behavior in Organizations	3
MAN 325	Finance	3
MAN 406	Entrepreneurship	3

<i>Select two of the following:</i>		6
BUS 324	Labor Relations Management	
BUS 325	Business Ethics & Social Responsibility	
BUS 332	Leadership & the Entrepreneur	
COE 201	Cooperative Education	
HTY 307	American Economic History	
MAN 313	Managerial Decision Making	
MAN 315	Essentials of Negotiation	
MAN 321	Operations Management	
MAN 332	Human Resource Management	
MAR 306	Marketing Mgt for Entrepreneurs	
MAR 406	Marketing Research	
POS 215	American National Government	

### Sport & Fitness Management

<b>Concentration</b>		<b>33 cr</b>
BUS 332	Leadership & the Entrepreneur	3
CSE 305	Computer Apps for Professionals	3
MAN 301	Management	3
MAN 318	Human Behavior in Organizations	3
MAN 406	Entrepreneurship	3
<i>Select one:</i>		3
REM 205	Recreation Safety & First Aid	
REM 224	Athletic Injury Management	

REM 202	Recreation Sports Methods	3
REM 226	Program Planning/Event Management	3
REM 301	Facility Operations	3
<i>Select two of the following:</i>		6
BUS 222	Business Law II	
BUS 324	Labor Relations Management	
BUS 325	Business Ethics & Social Responsibility	
MAN 315	Essentials of Negotiation	
MAN 325	Finance	
MAN 332	Human Resource Management	
MAR 306	Marketing Mgt for Entrepreneurs	
REM 302	Rec Facility Planning & Design	
REM 326	Athletic Administration/Sport Management	

### Self-Designed Concentration 33 cr

A student's Self-Designed concentration must be formally approved by Business faculty. A Self-Designed concentration must be composed of 33 credit hours, including a 3 credit capstone course, at least 3 hours of computer applications, and a minimum of 15 credits at the 300 level or above (including capstone course).

## Teacher Preparation Programs

Bachelor of Science degree students may major in Elementary Education (emphasis on grades K-8), or Secondary Education. Students majoring in Biology; English, Creative Writing & Book Arts; Interdisciplinary Fine Arts (with Visual Arts concentration); Marine Biology or Psychology & Community Studies\* may complete a Secondary Education minor that leads to certification in their fields, grades 7 through 12.

Students in our teacher preparation programs complete the University Core, liberal arts program, a sequence of professional courses and concentration requirements. Elementary Education majors select a concentration in either English & Language Arts, Environmental Literacy or Community-Engaged Learning. Secondary Education majors choose from concentrations in Art, English, Life Science, Mathematics, Physical Science and Social Studies. Students seeking secondary certification may choose instead to major in their field and minor in Secondary Education.

\* Students completing this major with a Secondary Education minor would be certified to teach Secondary Social Studies.

## Education Emphasis

We believe that knowledge and understandings are socially constructed and that knowledge is actively acquired. Teachers must first and always be learners. Neither knowledge nor quality of performance is static, and it is important that students not only acquire knowledge and skills, but that they also form “habits of mind” that ensure ongoing inquiry and reflection that can support a lifetime of artful teaching. Artful teachers understand that good practice is based on sound educational theory and that as professionals, they must engage in ongoing self-directed professional development. We want our students to be passionate about learning and curious about things around them, so that they can model that passion and curiosity for their students.

To this end, our constructivist, collaborative, learner-centered, and inquiry-based teaching approaches encourage our students to teach in ways that they have been taught. Our classes actively engage and focus students on learning styles, differentiated instruction of diverse populations, as well as state and national initiatives such as Response to Intervention, Common Core Standards, and 21<sup>st</sup> Century Technology Skills.

Our education programs include a variety of in-school, short and long-term experiences during their first and sophomore years, while participating in two semester-length internships during junior year. During their senior year, students develop a professional digital portfolio while completing a 15-week, full-time Student Teaching experience.

While local schools and teachers offer students rich opportunities, not only to practice specific teaching skills, but also to consider how particular philosophies and theories impact, and may be evidenced in, everyday practice, Education faculty often serve as a resource for regional organizations, schools and teachers. In addition, faculty in the various disciplines, draw on and contribute to the region’s unique human and natural resources, making it possible for students to synthesize experiences within and beyond university classrooms.

## Pluralism

It is the philosophy of UMM’s education program that curricula and courses provide a balanced and thoughtful approach to gender, race, ethnicity, and cultural diversity. Class presentations, discussions, assignments, evaluations, and texts incorporate, when appropriate, diverse histories, traditions, values, and behaviors. These multicultural components reflect local, national, and global human experiences and convey a sense of affirmation and appreciation of similarities and differences among people.

## Requirements to Apply for Student Teaching

In order to apply for student teaching, Elementary Education majors must have a minimum grade point average (GPA) of 2.50 for the following courses. No grade in these subjects can be lower than C-.

ENG 101	Composition
SPE 104	Public Speaking
HTY 115/116	World History I or II
MAT 102	Intermediate Algebra
MAT 1xx	Math elective above MAT 102
	Lab Science

## Minimum Cumulative GPA Requirements for Student Teaching:

2.50	Overall
2.50	Concentration
2.50	Professional Coursework (with no grade below C-)

## Additional Requirements

- *Successful completion of Praxis I Core Academic Skills for Educators and Praxis II exams prior to application to student teach*
- *Criminal History Background Check*

## Opportunities for Field Experiences

Field experiences are a major emphasis in all teacher preparation programs. Students work with pupils in schools each year as part of their course work. During their junior year they spend 40 hours each semester in an internship while taking a classroom management course. They complete the equivalent of a full semester of student teaching in their senior year.

## Instructional Technology

Education students have access to several networked computer labs and a mobile MAC lab where they gain experience using and evaluating a variety of the latest technologies including Smartboard. Students will have the opportunity to work with a variety of instructional technologies which they will be able to incorporate into their future classrooms.

## Praxis

Prospective teachers should note that Maine law requires all applicants for teacher certification to pass the Praxis I Core Academic Skills for Educators and Praxis II exams. The Praxis I Core Academic Skills for Educators exams consist of three tests which must be passed with the following minimum scores:

•	Reading	156
•	Writing	162
•	Mathematics	150

Students must successfully pass the Praxis I Core Academic Skills for Educators and Praxis II exams in the appropriate content area and submit scores PRIOR to their application to student teach in October or March, preceding the student teaching semester. Receipt of scores takes approximately 3-4 weeks after testing. Students should consult their advisor for further details and any subsequent changes to Maine Teacher Certification requirements.

### Certification Requirements

Education programs are reviewed by the State of Maine Department of Education. UMM's education program was reviewed in the spring of 2010 and received a full unconditional approval to recommend teacher certification. This allows graduates who have successfully completed our approved programs, and earned qualifying scores on the Praxis I Core Academic Skills for Educators and Praxis II exams, to be granted certification by the State upon application for Maine's Teacher Certification. When necessary, programs are adjusted to meet Maine certification requirements.

UMM's Praxis pass rate for students who completed one of our approved programs in 2012-2013 was 100%.

### Elementary Education Major

The Elementary Education major is interdisciplinary and prepares students to understand young learners while teaching in single or multi-grade classrooms. Students complete the University Core; program Liberal Arts requirements, the professional requirements; and a concentration in English & Language Arts, Environmental Literacy or Community-Engaged Learning.

### Recommended Core Courses\*

#### *Historical Perspectives*

HTY 301 Maine & Local History

#### *Literary Perspectives*

ENG 113 Intro to Humanities or

ENG 114 Topics in World Literature

#### *Global Perspectives*

ANT 101 Cultural Anthropology or

GEO 101 Intro to Geography

#### *Social Sciences & the Environment*

ENV 112 Environmental Issues

\* Transfer students with eligible core exceptions may need to take additional courses to be eligible for State of Maine Department of Education Highly Qualified status.

## Education Requirements 55 cr

### **Basic Requirements**

Any 4-credit Science course (not used to meet the core requirement)	4
HTY 122 American History for Elementary Teachers	3
EDU 112 School and Community	3
<i>Select one of the following:</i>	3
EDU 210 Educational Psychology	
EDU 217 Working w/Culturally Diverse Students	

### **Advanced Requirements**

EDU 220 Elementary Social Studies Methods	3
EDU 352 Curriculum Design Evaluation & Assessment	3
SED 310 Dimensions of Exceptionality	3
SED 365 Differentiated Instructional Strategies	3

### **Internship I**

EDU 332 Science Education Methods	3
EDU 334 Integrated Reading and Language Arts Methods (K-6)	3
EDU 337 Classroom Management	3

### **Internship II**

EDU 338 Behavior Management	3
EDU 344 Mathematics in the Elementary School	3
EDU 349 Integrated Reading and Language Arts Methods (7-12)	3

### **Capstone**

EDU 490 Student Teaching	12
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### **Concentrations**

Each student must select one area of concentration from the following options for additional study beyond the requirements listed under the Core and Education requirements for a total of 120 credits.

### **English & Language Arts**

#### **Concentration 15 cr**

ENG 117 Intro to Literary & Cultural Studies	3
ENG 207 Studies in Composition & Grammar	3

*One 200-level literature course not selected for the core* 3

Two literature courses at the 300-level or higher not selected for the core 6

#### **Environmental Literacy Concentration 18 cr**

*Select one of the following:* 4

    ENV 111 Natural Resource Ecology

    BIO 245 General Ecology



EDU 328	Environmental Literacy	3
Any two 4-credit science courses not taken for the core or as an Education program elective		8
Any 3-credit science course not used above		3

### Community-Engaged Learning

<b>Concentration</b>		<b>15 cr</b>
PSY 214	Psychology of Prejudice	3
PSY 311	Social Psychology	3
SOC 114	Intro to Sociology	3
SOC 301	Rural Sociology	3
SOC 320	Sociology of Poverty	3

## Secondary Education Major

Teacher education has a proud tradition in Downeast Maine. UMM graduates become enlightened teachers, drawing on a strong educational foundation in content and knowledge of students and how they learn. Professors here model hands-on learning, and pass on an enthusiasm for knowledge that makes learning and teaching fun.

Students may choose one of two pathways to certification. They may major in Interdisciplinary Fine Arts (with a Visual Arts concentration); English, Creative Writing & Book Arts; Biology or Marine Biology or Psychology & Community Studies\* and minor in Secondary Education or they may choose to major in Secondary Education with a concentration in Art, English, Life or Physical Sciences, Mathematics or Social Studies.

\* Students completing this major with a Secondary Education minor would be certified to teach Secondary Social Studies.

### Education Requirements 39 cr

#### Basic Requirements

EDU 112	School & Community	3
<i>Select one of the following:</i>		3
EDU 210	<i>Educational Psychology</i>	
EDU 217	<i>Working w/Culturally Diverse Students</i>	

#### Advanced Requirements

EDU 352	Curriculum Design Evaluation & Assessment	3
SED 310	Dimensions of Exceptionality	3
SED 365	Differentiated Instructional Strategies	3

#### Internship I

EDU 321	Secondary Methods in Teaching I	3
EDU 337	Classroom Management	3

#### Internship II

EDU 327	Secondary Methods in Teaching II	3
EDU 338	Behavior Management	3
EDU 490	Student Teaching	12

*Students must select one of the concentrations below:*

#### Art Concentration 27 cr

<i>Select one of the following:<sup>§</sup></i>		3
ART 101	2-D Fundamentals of Art or	
ART 102	Art Fundamentals 3-D	
<i>Select one of the following:</i>		3
ART 201	Art History I or	
ART 202	Art History II	
ART 210	Drawing I	3
ART 211	Painting I	3
ART 216	Book Arts I	3
PHI 212	Aesthetics	3
Select three Art electives at the 200-level or higher		9

#### English Concentration 27 cr

ENG 117 <sup>§</sup>	Intro to Literary & Cultural Studies	3
ENG 207	Studies in Composition & Grammar	3
ENG 210 <sup>§</sup>	Beginning Creative Writing	3
Select three English electives at the 200-level or higher		9
Select two English electives at the 300-level or higher		6
Select one English elective at the 400-level or higher		3

#### Life Sciences Concentration 27 cr

BIO 118	Animal Life	2
BIO 119	Plant Life	2
BIO 210	Human Anatomy & Physiology	4
BIO 245	General Ecology	4
BIO 340	Evolution	3
BIO 353	Genetics	4
CHY 101	General Chemistry I	4
CHY 102	General Chemistry II	4

*Note: Students in this concentration need to complete BIO 117 This is Life! to fulfill Scientific Inquiry requirement.*

#### Mathematics Concentration 27-28 cr

<i>Select one of the following:</i>		3-4
MAT 113	Intro to Statistics	
MAT 215	Applied Statistics	
MAT 122	Precalculus	4
MAT 126	Calculus I	4
MAT 127	Calculus II	4
MAT 200	College Geometry	3

MAT 200	Linear Algebra	3
Select two Math electives numbered above		
	MAT 102	6

### Physical Science Concentration **26 cr**

CHY 102	General Chemistry II	4
CHY 221	Organic Chemistry I	4
CHY 222	Organic Chemistry II	4
CHY 226	Undergraduate Research in Chemistry	2
CHY 234	Environmental Chemistry	4
PHY 111	Physics I	4
PHY 112	Physics II	4

### Social Studies Concentration **27 cr**

GEO 101	Introduction to Geography	3
<i>Select one of the following:</i> <sup>§</sup>		3
	HTY 115 World History I	
	HTY 116 World History II	
HTY 103	American History I	3
HTY 104	American History II	3
Select one History elective at 300-level or higher		3
Select one Economics elective		3
Select one Psychology elective		3
Select one Political Science elective		3
Select one Anthropology or Sociology elective		3

<sup>§</sup> Course selected must be different than course used to meet core requirements.

## Teaching Certification

For post-baccalaureate students, UMM offers professional coursework leading to Elementary Certification (K-8), Secondary Certification (7-12), in the fields of Art, English, History, Life or Physical Science, or Mathematics, as well as certification in Special Education (K-12). It is possible to complete the certification program within three semesters if all content requirements are fulfilled. Maine has specific content requirements for Elementary Education Certification, but requirements for Secondary Certification in Maine vary according to the content area. Students with foreign educational credentials must submit transcripts for analysis to a credentialing agency.

Elementary Education Certificate requirements include 24 credit hours in liberal arts; six in English, six in Mathematics, six in Science, and six in Social Studies. Secondary Certification requires 24 credits in a content area. These courses may be completed prior to or after acceptance. Teacher Certification Programs require approximately 110 hours of classroom observation which may be accomplished in your local area school.

Additional requirements include maintaining a GPA of 2.5 in professional coursework, and successfully passing the Educational Testing Service's (<http://www.ets.org>) Praxis I Core Academic Skills for Educators and Praxis II exams. Passing scores are required prior to student teaching application in October or March of the semester preceding student teaching.

Maine certification is generally transferable to other states and Canadian provinces. Due to our high Praxis cut scores, Maine has reciprocity with 40 states, New Brunswick, Ontario and Nova Scotia. Students should consult an advisor from the education faculty for specifics about this process.

Those wanting to teach in New Brunswick will want to accrue a total of 60 hours of Education courses in order to receive a New Brunswick Certification 5. These may be fulfilled by taking additional EDU courses offered on campus, on-line or from other UMS institutions. UMM also offers 40 credits in online Special Education (SED) courses which may be taken during fall, spring and summer. New Brunswick Elementary Certification seekers are also required to have at least 1 credit in a teachable art, music and physical education. We offer viable classes at UMM.

### Elementary (K-8) Certification **45 cr**

In addition to meeting any content deficiencies identified in the transcript analysis, students who have already earned baccalaureate degrees and are preparing for elementary teaching certification should take the following:

EDU 112	School and Community	3
EDU 210	Educational Psychology	3
SED 310	Dimensions of Exceptionality	3
EDU 220	Elementary Social Studies Methods	3
EDU 352	Curriculum Design Evaluation & Assessment	3
EDU 332	Science Education Methods	3
EDU 334	Integrated Reading and Language Arts Methods (K-6)	3
EDU 337	Classroom Management	3
EDU 338	Behavior Management	3
EDU 344	Mathematics in Elementary School	3
EDU 349	Integrated Reading and Language Arts Methods (7-12)	3
EDU 490	Student Teaching	12

### Secondary (7-12) Certification **36 cr**

In addition to meeting any content deficiencies identified in the transcript analysis, students who have already earned baccalaureate degrees and are

preparing for secondary teaching certification should take the following:

EDU 112	School and Community	3
EDU 210	Educational Psychology	3
EDU 321	Secondary Methods in Teaching I	3
EDU 327	Secondary Methods in Teaching II	3
EDU 337	Classroom Management	3
EDU 338	Behavior Management	3
EDU 352	Curriculum Design Evaluation & Assessment	3
SED 310	Dimensions of Exceptionality	3
EDU 490	Student Teaching	12

### Special Education Certification **39 cr**

Students who have already earned baccalaureate degrees and who are preparing for special education certification should take the following:

SED 310	Dimensions of Exceptionality	3
SED 320	Special Education Law	3
SED 325	Assessment in Special Education	3
SED 330	Mathematics in Special Education	3
SED 335	Program Planning/Curriculum Adaptation	3
SED 340	Communication & Collaboration	3
SED 345	Behavior Strategies & Social Skill Devpt	3
SED 370	Reading & Writing/Exceptional Student	3
<i>Select one course from:</i>		3
SED 355	<i>Transitional Issues/Students w/ Disabilities</i>	
SED 362	<i>Typical/Atypical Expressive/ Receptive Language</i>	
SED 365	<i>Differentiated Instructional Methods</i>	
SED 380	<i>Students w/Autism Spectrum Disorder</i>	
SED 490	Student Teaching	12

## Environmental Recreation & Tourism Management Major

The Environmental Recreation & Tourism Management major provides an integrated study of outdoor recreation and tourism services. The program emphasizes learning and leadership in environmental contexts. Students gain strong managerial preparation. The overall learning objective of this program is to prepare professionals in the fields of recreation and tourism by cultivating a broad understanding of leisure and recreation in our society

while developing strong managerial skills. This program is accredited by the National Recreation and Park Association. Graduates are prepared to become Certified Park and Recreation Professionals, giving them national recognition.

All students may also acquire nationally recognized certifications while participating in this program. As part of required course work, students gain certificates in CPR, Red Cross First Responder, Snowmobile Safety, and Boating Safety. Also made available on a regular basis are certifications in Hunter Safety, Hunter Safety Instructors, Life-guarding, Water Safety Instructor, and National Alliance for Youth Sports, or American Coaching Effectiveness (ACE) coaching certification. Courses in this program, along with assistance from faculty, can help prepare anyone for the Registered Maine Guide license and/or the nationally recognized Red Card for firefighting.

After establishing a broad foundation, students focus in one of two areas, with ample opportunity for individual selection to fit the student's interests and educational goals.

Environmental Recreation & Tourism Management students gain on-the-job experience through participation in required cooperative education or internship experiences. One of these experiences will be at least 10 weeks in length for a minimum of 400 hours. Opportunities exist for intensive work experiences during either the summer or the regular academic year in such areas as ski operations, state and national parks, tourist bureaus, municipal recreation programs, summer camps, outfitting/guiding, programs or agencies serving people with special needs, YMCA or YWCA programs, commercial recreation enterprises, tourist resorts, the armed forces, and outdoor education centers. In addition, selected students may complete a more formal, semester-long internship during the senior year.

### General Requirements

Environmental Recreation & Tourism Management students must complete the University Core required for all baccalaureate programs and must choose MAT 113 as part of the mathematics requirement. A total of 120 credits and a cumulative GPA of 2.0 are needed to graduate with a B.S. in Environmental Recreation & Tourism Management.

<b>Program requirements</b>		<b>48 cr</b>
BUS 221	Business Law I	3
COE 301	Cooperative Education for ERTM Majors	6
MAR 101	Marketing & Entrepreneurship	3

REM 110	Intro to Environmental Recreation & Tourism Management	3
REM 115	History & Philosophy of Recreation	3
REM 201	Leisure Activities	3
REM 219	Intro to Tourism	3
<i>Select one of the following:</i>		3
REM 213	<i>Principles of Coaching or</i>	
REM 230	<i>Outdoor Leadership</i>	
REM 226	Recreation Program Planning	3
REM 3xx	Park & Recreation Facilities Operations & Design	3
REM 305	Recreation Computer Applications	3
REM 311	Recreation Services for Special Populations	3
REM 321	Recreation Administration and Supervision	3
REM 327	Recreational Behavior & the Environment	3
REM 442	Recreation Seminar	3

**Additional requirement 3 cr**

MAT 113	Intro to Statistics	3
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**Leisure Programming Concentration 24**

REM 202	Recreational Sports Methods	3
REM xxx	Experiential Education	3
REM xxx	Camp Counseling	3

*Select 3 hours from the following Outdoor/Activity courses:*

PHE 101	Physical Education Activity	
PHE 103	Open Water I SCUBA	
PHE 201	Physical Education Activity	
PHE 210	Advanced Open Water SCUBA	
REM 121	Outdoor Recreation I	
REM 123	River Canoeing & Camping	
REM 125	Sailing & Basic Seamanship	
REM 211	Recreational Hunting & Fishing	
REM 212	Wilderness First Responder	
REM 214	Recreational Underwater Archaeology	
REM 221	Fundamentals of Search & Rescue	
REM 222	Rescue Diver	
REM 227	Backcountry Expedition Skills	
REM 230	Outdoor Leadership	
REM 353	River Trip Guiding	
REM 417	Outdoor Recreation Leadership Practicum	

*Complete 12 hours from the following: 12*  
*Course(s) must be in addition to those taken to satisfy other program or concentration requirements.*

**Sport & Fitness Management courses:**

BIO 108	Introduction to Human Nutrition	
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BIO 110	Human Anatomy & Physiology I	
BIO 230	Human Anatomy & Physiology II	
PSY 223	Sport Psychology	
REM 200	Group Fitness Instruction	
REM 213	Principles of Coaching	
REM 224	Athletic & Recreational Injury Management	
REM 245	Personal Fitness Training	
REM 323	Principles of Strength & Conditioning	
REM 326	Athletic Administration	

**Recreation Management elective courses:**

REM 205	Recreation Safety & First Aid	
REM 207	Lifeguard Training & Aquatics Management	
REM 210	Nature-Based Tourism & Sustainable Development	
REM 319	Topics in Tourism & Hospitality Management	
REM 411	Recreation & Wilderness Resources	
REM 412	Park Interpretation	
REM 414	Grant & Proposal Writing	
REM 431	Visitor Management in Conservation Areas	

*REM 443 Recreation Leadership Practicum*

**Outdoor/Activity courses listed above.**

**Business courses.** Any course with one of the following subject designators:

ACC	Accounting
BUS	Business
MAN	Management
MAR	Marketing

**Recreation & Natural Resources Concentration 24 cr**

REM 121	Outdoor Recreation I	3
REM 411	Recreation & Wilderness Resources	3
REM 412	Park Interpretation	3
REM 431	Visitor Management in Conservation Areas	3

*Select 12 hours from the following: 12*  
*Course(s) must be in addition to those taken to satisfy other program or concentration requirements.*

**Outdoor/Activity courses:**

PHE 101	Physical Education Activity	
PHE 103	Open Water I SCUBA	
PHE 201	Physical Education Activity	
PHE 210	Advanced Open Water SCUBA	
REM 121	Outdoor Recreation I	
REM 123	River Canoeing & Camping	
REM 125	Sailing & Basic Seamanship	
REM 211	Recreational Hunting & Fishing	
REM 212	Wilderness First Responder	

REM 214	Recreational Underwater Archaeology
REM 221	Fundamentals of Search & Rescue
REM 222	Rescue Diver
REM 227	Backcountry Expedition Skills
REM 230	Outdoor Leadership
REM 353	River Trip Guiding
REM 417	Outdoor Recreation Leadership Practicum

**Recreation/Tourism courses:**

REM 210	Nature-Based Tourism & Sustainable Development
REM 319	Topics in Tourism & Hospitality Management

**Environmental Studies courses:**

ANT 212	Environmental Anthropology
ANT 313	Political Ecology
ECO 223	Environmental Economics
ENV 112	Environmental Issues
HTY 321	World Environmental History
POS 305	Environmental Policy
PSY 317	Environmental Psychology
PSY 224	Community Psychology & the Environment

**Biology, Environmental Studies, GIS or Geography courses.** Any course with one of the following subject designators:

BIO	Biology
ENV	Environmental Studies
GEO	Geography
GIS	Geographic Information Systems

**Sport & Fitness Management****Concentration 25**

BIO 110	Human Anatomy & Physiology I	4
REM 202	Recreational Sports Methods	3
REM 224	Athletic Injury Management	3
REM 326	Athletic Administration	3

**Concentration electives 12**

Course(s) must be in addition to those taken to satisfy other program or concentration requirements.

Complete a minimum of 6 hours from the following **Sport & Fitness Management** courses:

BIO 108	Introduction to Human Nutrition
BIO 230	Human Anatomy & Physiology II
PSY 223	Sport Psychology
REM 200	Group Fitness Instruction
REM 213	Principles of Coaching
REM 245	Personal Fitness Training
REM 323	Principles of Strength & Conditioning

Complete up to 6 hours from the following **Business courses**. Any course with one of the following subject designators:

ACC	Accounting
BUS	Business
MAN	Management
MAR	Marketing

Complete up to 3 hours from the following **PE**

**Activity courses:** 0-3

PHE 101	Physical Education Activity
PHE 201	Physical Education Activity

**General electives 14 cr**

As needed to earn the required program total 120 credits.

## Environmental Studies Major

The Bachelor of Science in Environmental Studies offers students a broad field of study encompassing various disciplines and one area of specialization. Environmental problems are multifaceted and contain biological, chemical, social, historical, psychological, and economic elements that must be addressed. Thus, to understand the complexity of environmental problems and work effectively in an environmental career, an individual must have both an area of major academic concentration and a broad-based education. The Environmental Studies program requirements are structured to meet this dual need. Each student will take a minimum of 41 program credits and then select any minor to fulfill their concentration, representing the one area of specialization. The highlight of the program requirements is that each student will participate in an Issues & Actions course for each year they are at UMM. These Issues & Actions courses are designed for the students to apply their interdisciplinary knowledge and offer leadership opportunities, while working on a project dealing with the environment.

**General Requirements**

All University Core requirements must be met, in addition to the Environmental Studies requirements. Note that completion of some courses within the major, such as in mathematics, will also fulfill Core requirements. Students must earn a minimum of 120 credits and achieve a cumulative GPA of at least 2.00.

A minimum cumulative Grade Point Average (GPA) of 2.00 in the program requirements is

necessary for graduation. This GPA must be achieved by the completion of a total of 60 credits. If the student fails to maintain this average in subsequent semesters, a warning may be issued. The student may lose matriculated status if the average remains below 2.0 after the completion of another 12 credits. A student may petition to be readmitted to the program.

### **Program Requirements** **41-46**

ANT 212	Environmental Anthropology	3
<i>Select one course from:</i> <span style="float: right;">3</span>		
	ANT 313 <i>Political Ecology</i>	
	POS 305 <i>Environmental Policy</i>	
BIO 117	This is Life!	4
BIO 118	Animal Life	2
BIO 119	Plant Life	2
BIO 245	General Ecology	4
CHY 101	General Chemistry I	4
CHY 102	General Chemistry II	4
ECO 223	Environmental Economics	3
ENV 112	Environmental Issues	3
ENV 224	Scientific Writing & Presentation	2
ENV 114	Environmental Studies: Issues & Actions*	1-2
ENV 214	Environmental Studies: Issues & Actions*	1-2
ENV 314	Environmental Studies: Issues & Actions*	1-2
ENV 414	Environmental Studies: Issues & Actions*	1-2
<i>Select one course from:</i> <span style="float: right;">3-4</span>		
	MAT 215 <i>Applied Statistics</i>	
	MAT 113 <i>Intro to Statistics</i>	

\* Four-year rotation of themes such as: Energy, Climate Change, Sustainable Agriculture/Communities, Local Environmental Issues

### **Concentration:**

All Students must complete a concentration based on fulfilling the requirements of any UMM minor (except Environmental Studies). The concentration must include a minimum of 24 credits, 9 of which must be at the 300 level, in the discipline of the minor.

## **Marine Biology Major**

UMM's location is ideal for courses related to marine biology, ecology, and mariculture. Students have direct access to inter-tidal and sub-tidal marine habitats and organisms, finfish and shellfish aquaculture sites and hatcheries, and commercial fishing ports. This access to marine environments gives UMM students unique field and laboratory

experiences. All students in the Marine Biology major are required to complete 82-85 credits of program requirements.

### **Program Goals**

- To provide a rich and rigorous undergraduate experience in marine biology that focuses on the biological, social, and historic uniqueness of our geographic setting.
- To provide students an opportunity to enhance their analytical and communication skills through independent study or senior thesis.
- To provide students with access to mariculture or other marine-based industries to enhance their competitive advantage in the job market.
- To prepare students to think critically at all junctures of their academic and work-related careers.
- To provide rigorous training for students planning to further their education in professional studies or graduate school.

### **General Requirements**

All University Core requirements must be met, in addition to the program requirements. Note that completion of some courses within the major, such as mathematics, will also fulfill Core requirements. Students must earn a minimum of 120 credits and achieve a cumulative GPA of at least 2.00.

A minimum cumulative Grade Point Average (GPA) of 2.00 in the program requirements is necessary for graduation. This GPA must be achieved by the completion of a total of 60 credits. If the student fails to maintain this average in subsequent semesters, a warning may be issued. The student may lose matriculated status if the average remains below 2.0 after the completion of another 12 credits. A student may petition to be readmitted to the program.

### **Program requirements** **55-58**

BIO 117	This is Life!	4
BIO 118	Animal Life	2
BIO 119	Plant Life	2
BIO 206	Introduction to Marine Biology	4
BIO 245	General Ecology	4
BIO 227	Invertebrate Zoology	4
BIO 352	Algal & Marine Plant Ecology	4
BIO 353	Genetics	4
BIO 360	Marine Ecology	4
BIO 315	Experimental Design & Analysis for Biologists	4

Select one of the following: 3-6

BIO 482	Senior Seminar in Marine Biology	
BIO 460	Seminar in Marine Ecology	
BIO 401-3	Senior Thesis in Biology	
BIO 404-6	Senior Thesis in Biological Research	

CHY 101	General Chemistry I	4
CHY 102	General Chemistry II	4
ENV 103	Oceanography	4
MAT 215	Applied Statistics	4

**Ecological and Organismal 11-12**

Select 11-12 credits from:

BIO 212	Ornithology	4
BIO 216	Mammalogy	4
BIO 221	General Microbiology	4
BIO 223	Marine Mammals & Pelagic Birds	4
BIO 313	Ichthyology	4
BIO 375	Population & Community Ecology	3

One of the following:		4
BIO 310	Special Topics in Mariculture	
BIO 332	Introduction to Mariculture	
COE 305	Internship in Science (in Mariculture)	

**Select 15-16 credits from the following groups: 15-16**

No more than 8 credits may come from Management and Technology. A minimum of 8 credits must come from Research and Graduate Preparatory.

**Management and Technology 0-8**

BIO 355	Conservation Biology	4
CHY 234	Environmental Chemistry I	4
CHY 311	Analytical Chemistry	4
GEY 111	Physical Geology	4
GIS 230	GIS Applications I	4
GIS 330	GIS Applications II	4
MTR 101	Meteorology	4

**Research and Graduate Preparatory 8-16**

CHY 221	Organic Chemistry I	4
CHY 222	Organic Chemistry II	4
CHY 322	Biochemistry	4
MAT 126	Calculus I	4
MAT 127	Calculus II	4
PHY 111	Physics I	4
PHY 112	Physics II	4

## **BACHELOR OF COLLEGE STUDIES**

The Bachelor of College Studies (BCS) program meets the individualized needs of students who have a strong desire to finish their Bachelor's degree, have earned at least 45 hours of college credit, and developed a clear and compelling set of program goals and learning objectives that can be achieved and supported by UMM courses and faculty. The general education and program requirements are broad and flexible enough to give many students the fastest and most affordable route to completing their degree. BCS students may take on-line and/or onsite classes, or a combination of the two.

Working closely with the BCS coordinator and an advisor appropriate to their concentration area, students must develop a Plan of Study that includes overall program objectives, student learning outcomes for the Self-Designed concentration, all course work to be completed in all areas of the program, and the planned capstone experience (i.e. BCS 460 or other equivalent). Once approved, the Plan sets the curriculum for the individualized program.

### **General Requirements**

Students must earn a minimum of 120 credits and achieve a GPA of at least 2.00 to graduate. Forty credits must be at or above the 200 level. While they are not required to meet all University Core requirements, students must take the general education courses listed below. A single course can only be used to fulfill one requirement in general education and self-designed concentration.

### **General Education Requirements 44-49**

#### **I. COMMUNICATION SKILLS 9 CR**

- |         |  |   |
|---------|--|---|
| ENG 101 | Composition                                    | 3 |
| SPE 104 | Public Speaking/<br>Communication              | 3 |
|         | <i>(or a broad-based communication course)</i> |   |
|         | Additional Writing course*                     | 3 |

#### **II. AESTHETIC KNOWLEDGE & APPRECIATION 3**

*(from Art, Music, Dance, Theatre, Creative Writing, Interdisciplinary Fine Arts)*

#### **III. CULTURAL ENVIRONMENTS 6**

*Select one course from two different areas listed below, for a total of two courses:*

<i>Art</i>	<i>Speech</i>
<i>Music</i>	<i>History</i>
<i>Theatre</i>	<i>Philosophy</i>
<i>English</i>	<i>Writing</i>
<i>Humanities</i>	<i>Foreign Language</i>

#### **IV. HISTORY 6**

*(at least 3 credits of World or non-Western History)*

#### **V. SOCIAL ENVIRONMENTS 6**

*Select one course each from two different areas listed below, for a total of two courses.*

##### *Environmental Liberal Arts*

*ELA 112 Community & Place*

##### *Behavioral Sciences*

*Any course in Psychology (PSY)*

##### *Social Sciences*

*Any UMM course from one of the following areas:\*\**

*Anthropology (ANT)*

*Sociology (SOC)*

*Social Sciences (SSC)*

*Women's Studies (WST)*

##### *Political and Economic Studies*

*Any course from one of the following areas:*

*Economics (ECO)*

*Political Science (POS)*

##### *Business Studies*

*Any course from one of the following areas:*

*Business (BUS)*

*Management (MAN)*

*Marketing (MAR)*

##### *Ethics and Philosophy*

*Any course in Philosophy (PHI)*

#### **VI. MATHEMATICAL LITERACY 3-6**

Select any two MAT courses at or above the 100-level. One of these courses may be MAT 102 Intermediate Algebra or its equivalent (see below).

Ways to establish equivalence to MAT 102:

- Score at least 500 on SAT math exam or at least 21 on ACT math exam.
- Score 50 or better on CLEP College Mathematics or College Algebra exam taken after 7/1/2001 or 500 or better on same exam taken before that date.
- Place beyond Intermediate Algebra on Accuplacer placement exam.

*Note: Credit will not be awarded for choices 1 and 3 above.*



**VII. NATURAL ENVIRONMENTS 3-4**

ELA 113 Natural Environments *or*  
Any 4-credit lab science

**VIII. GLOBAL PERSPECTIVES 3**

Any three-credit course that has a global perspective or focus. At UMM these courses include:

ANT 101 *Cultural Anthropology*  
BUS 334 *International Business*  
CMY 220 *Soliya*  
ENG 224 *Masterpieces in World Literature*  
GEO 101 *Intro to Geography*  
HTY 115 *World History I*  
HTY 116 *World History II*  
HTY 321 *World Environmental History*  
*Foreign Language*

**IX. PERSONAL WELLNESS 2-3 CR**

Select one of the following:

ELA 101 *Recreation & Wellness*  
*Seminar*  
PHE 105 *Personal Wellness*

**IX. CORE CAPSTONE 3 CR**

ELA 342 Humans & Nature 3

\* Students must also meet the same *Advanced Level Writing* requirement as all UMM students. This is typically embedded in Program requirements below.

\*\* For transfer courses in area or group studies, a syllabus, course description and/or reading list may be requested to show relevance to social sciences.

**Self-Designed Concentrations**

Students in consultation with their academic advisor will draw up a plan for a concentration, including the name of the concentration, the goals, the learning outcomes, and the specific courses that

the student will use to complete the concentration. The concentration and plan of study will be unique to each student. The concentration must be in an area of study that can be supported by UMM faculty and UMM courses, especially courses at or above the 300-level. The concentration may not duplicate, or be used to circumvent degree requirements of any degree program at UMM. The proposed Plan of Study must be approved by the academic advisor, the BCS Coordinator, the BCS Advisory Committee and the VPAA.

A minimum of 39 credits is required in each self-designed concentration. All course work should focus on the goals and objectives of the proposed concentration. This may include independent studies, CLEP, Credit for Prior Learning, etc. A minimum of 12 credit hours in the concentration must be UMM course work. A minimum of 15 hours must be taken at the 300-level or above; of these 15 hours, a minimum of 9 hours must be UMM course work. The concentration must include a culminating integrative experience that clearly demonstrates the linkage between the concentration objectives and the student's academic work. This may be accomplished through completion of BCS 460 Senior Project/Capstone Experience or another appropriate senior seminar or capstone course. The concentration must also include at least one course which meets the Advanced Level Writing requirement of the University Core. Students must have a 2.0 ~~cumulative~~ GPA in self-designed concentration to qualify for graduation.

All UMM residency requirements apply to BCS students, including a minimum of 30 credits of UMM coursework.

Note: If a student transfers from the Bachelor of College Studies program to any of the other baccalaureate degree programs, University Core requirements and the appropriate program requirements must be completed.

## MINORS

A minor is a secondary area of specialization and competence that further prepares a student for a career and/or graduate work. Students who successfully complete all the coursework required for a minor with a 2.0 GPA in those courses, at the same time they complete a baccalaureate degree, will have the minor posted in the degree section of their transcript. A minor may only be awarded in conjunction with a baccalaureate degree and may not be added after degree completion.

Students who wish to strengthen their major or supplement their professional preparation may select an approved minor from the following list.

### American Studies Minor 24 cr

American Studies is an interdisciplinary program. It relies on multiple perspectives to explore cultural life, whose complexity defies the boundaries of traditional disciplines. Students who minor in American Studies are well positioned to pursue successful careers in government, education, business, history, journalism, English, and the fine arts.

AME 220	American Studies in Theory and Practice	3
ENG 327	Masterpieces of American Literature	3
HTY 103	American History I	3
HTY 104	American History II	3
POS 215	American National Government	3
	American Studies electives at or above 200-level	9

*American Studies electives should focus on the American experience and derive from art, music, theater, English, communication, history, political science, sociology, anthropology, and/or psychology.*

*Note: At least 12 of the 24 credits must be outside a student's major.*

### Cultural Anthropology Minor 22 cr

The Cultural Anthropology minor offers students experience in ethnographic description and cultural analysis, which will enhance their competitiveness for professional/graduate school or for careers that include a social or cultural dimension. The minor is relevant for careers in international business, foreign policy, community outreach, tourism, museums, cross- or multi-cultural education and many others.

ANT 101	Cultural Anthropology	3
CMY 101	Intro to Community Studies	3
ANT 212	Environmental Anthropology	3

ANT 330	Sociocultural Models	3
ANT 414	Field Project*	1
	<i>Select three of the following:</i>	9

ANT 215	<i>Special Topics in Applied Anthropology</i>	
ANT 312	<i>Material Culture</i>	
ANT 313	<i>Political Ecology</i>	
ANT 315	<i>Special Topics in Applied Anthropology</i>	
CMY 110	<i>Downeast Documentary</i>	
CMY 220	<i>Soliya: Cross-Cultural Communication</i>	
GIS 230	<i>Geographic Information Systems I</i>	

\* *This project will be conducted in conjunction with any 300-level course in the minor. The field project and any necessary IRB clearances must be approved before the start of the semester in which the course is taken.*

### Art Minor 24 cr

This program is intended to serve as a foundation for additional study in art and as a complement to related liberal arts or education majors.

	<i>Select one:</i>	3
ART 101	<i>2-D Fundamentals of Art</i>	
ART 102	<i>Art Fundamentals: 3-D</i>	
ART 201	Art History I	3
ART 202	Art History II	3
ART 210	Drawing I	3
	<i>Select 12 credits in art electives</i>	12

### Biology Minor 32 cr

BIO 117	This is Life!	4
BIO 118	Animal Life	2
BIO 119	Plant Life	2
	<i>Select one:</i>	4

BIO 334	<i>Cell Biology</i>	
BIO 353	<i>Genetics</i>	
BIO 221	General Microbiology	4
BIO 245	General Ecology	4
	BIO elective at or above 200 level	4
CHY 101	General Chemistry I	4
CHY 102	General Chemistry II	4

### Business Administration Minor 18 cr

The Business Administration minor is designed for students not majoring in Business Administration who are encouraged to complement and enhance their future employment and/or success in an MBA program. Select 18 credits from at least 3 of the areas

below. At least 12 credits must be at or above the 200 level.

ACC	Accounting courses
BUS	Business courses
MAN	Management courses
MAR	Marketing courses

**Chemistry Minor 22-25 cr**

CHY 101	General Chemistry I	4
CHY 102	General Chemistry II	4
CHY 221	Organic Chemistry I	4
CHY 222	Organic Chemistry II	4

Select 6 to 9 credits from: 6-9

CHY 226	Undergraduate Research/Chemistry*
CHY 234	Environmental Chemistry
CHY 311	Analytical Chemistry
CHY 322	Biochemistry
CHY 323	Biochemistry II
CHY 326	Undergraduate Research/Chemistry*

\*minimum of 2 credits

**Coaching Minor 18 cr**

*Intended for non-recreation majors only.* Additional courses may be added to this list as they are developed. Students should consult with their academic advisor.

Select from:

EDU 112	School and Community
PSY 212	Lifespan I
PSY 223	Sport Psychology
PSY 324	Lifespan II
REM 202	Recreational Sports Methods
REM 205	Recreation Safety and First Aid
REM 226	Recreation Program Planning
REM 213	Principles of Coaching
REM 224	Intro to Athletic Training
REM 323	Strength & Conditioning

**Counseling Minor 24 cr**

Students completing this minor are eligible for State of Maine MHRT/Community certification. Students apply directly to the State of Maine for certification.

PHI 201	Ethics	3
PSY 110	Introduction to Psychology	3
PSY 211	Intro to Behavioral & Community Mental Health Systems	3
PSY 213	Psychosocial Rehabilitation Practices	3
PSY 230	Abnormal Psychology	3

PSY 313	Counseling Diverse Populations	3
PSY 332	Crisis Identification & Resolution	3
SSC 302	Introduction to Counseling	3

**Creative Writing Minor 18 cr**

ENG 207	Studies in Composition and Grammar	3
ENG 210	Beginning Creative Writing	3
ENG 471	Advanced Creative Writing Workshop	3
	Writing electives	9

*At least 6 credits of the writing electives must be in creative writing courses. Student may also choose to apply 3 credits in independent study toward this minor, or take another appropriate course as approved by the English faculty.*

**Economics Minor 18 cr**

ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
HTY 307	American Economic History	3

Select two of the following: 6

ECO 112	Community Economics
ECO 204	Capitalism & Entrepreneurship
ECO 223	Environmental Economics
CMY 212	Local Economies in a Global Market

*(or any course focusing on community economic development)*

Select one of the following: 3

IND 301	Independent Study
POS 313	Intro to Policy Analysis
SSC 310	Demography & Human Ecology

**English Minor 24 cr**

ENG 117	Intro to Literary & Cultural Studies	3
ENG 224	Masterpieces of World Literature	3
ENG 207	Studies in Composition and Grammar	3
ENG 325	Masterpieces of British Literature	3
ENG 327	Masterpieces of American Literature	3

Additional literature course at or above 200 level 3  
Additional literature course at or above 300 level 3

Select one: 3

ENG 231	Techniques of Poetry
ENG 232	Techniques of Fiction
ENG 233	Techniques of Creative Nonfiction

**Environmental Recreation Minor 28 cr**

*Intended for non-recreation majors only.*

Select one from: 4

BIO 245	General Ecology	
ENV 101	Environmental Science	
ENV 112	Environmental Issues	3
REM 121	Outdoor Recreation I	3

REM 327	Recreational Behavior & Environment	3
REM 412	Park Interpretation	3
<i>Select six credits from:</i>		6

GIS 204	Intro to Global Positioning Systems	
REM 123	River Canoeing	
REM 125	Sailing & Basic Seamanship	
REM 210	Nature-Based Tourism & Sustainable Development	
REM 211	Recreational Hunting & Fishing	
REM 212	Wilderness First Responder	
REM 227	Backcountry Expedition Skills	

<i>Select six credits from:</i>		6
BIO 212	Ornithology	
BIO 216	Mammalogy	
BIO 218	Herpetology	
BIO 224	General Entomology	
BIO 313	Ichthyology	
ENV 103	Oceanography	
ENV 105	Trees & Wildflowers of Maine	
MTR 101	Meteorology	

**Environmental Science Minor 28-29 cr**

BIO 355	Conservation Biology	4
CHY 234	Environmental Chemistry	4
ENV 101	Environmental Science	4
GIS 230	GIS Applications I	4

<i>Select at least five credits from:</i>		5
BIO 333	Plant Ecology	
GIS 330	GIS Applications II	

*Any ENV course at the 300 level or above, excluding ENV 114-414 Issues & Actions*

<i>Select one from:</i>		3-4
ENV 103	Oceanography	
ENV 111	Natural Resource Ecology	
MTR 101	Meteorology	
GEY 111	Physical Geology	

<i>Select one taxonomy-based course from:</i>		4
BIO 212	Ornithology	
BIO 216	Mammalogy	
BIO 218	Herpetology	
BIO 221	Microbiology	
BIO 224	General Entomology	
BIO 227	Invertebrate Zoology	
BIO 229	Plant Taxonomy	
BIO 313	Ichthyology	

**Environmental Studies Minor 21 cr**

*Intended for non-Environmental Studies majors only.*

ENV 112	Environmental Issues	3
ENV 1-414	Environmental Studies: Issues & Actions	2

<i>Select one of the following:</i>		4
BIO 245	General Ecology	
ENV 101	Environmental Science	

*Select four courses from the following:* 12

ANT 212	Environmental Anthropology	
ANT 313	Political Ecology	
ECO 223	Environmental Economics	
ENV 213	Environmental Ethics	
HTY 321	World Environmental History	
POS 305	Environmental Policy	

**Geographic Information Systems Applications Minor 19-21 cr**

GEO 101	Intro to Geography	3
GIS 230	GIS Applications I	4
GIS 330	GIS Applications II	4
GIS 204	Global Positioning Systems (GPS)	1-2
<i>Select two additional GIS elective courses at the 300-level or higher</i>		7-8

**History Minor 24 cr**

HTY 115	World History to 1500	3
HTY 116	World History since 1500	3

**American History elective 3**

European History elective	3
World History elective	3
Additional history electives	9

**Leisure Studies Minor 18 cr**

*Intended for non-recreation majors only. Additional courses may be added to this list as they are developed. Students should consult with their academic advisor.*

*Select from:*

REM 110	Intro to Environmental Tourism & Recreation Management	
REM 115	History and Philosophy of Recreation	
REM 201	Leisure Activities	
REM 202	Recreational Sports Methods	
REM 205	Recreation Safety & First Aid	
REM 219	Introduction to Tourism	
REM 226	Recreation Program Planning	
REM 311	Recreation Services for Special Populations	

*Select one from:*

REM 213	Principles of Coaching	
REM 230	Outdoor Leadership	

**Marine Biology Minor 24 cr**

BIO 117	This is Life!	4
BIO 118	Animal Life	2
BIO 119	Plant Life	2

BIO 206	Intro to Marine Biology	4
ENV 103	Oceanography	4
<i>Select eight credits from:</i>		8

BIO 223	Marine Mammals & Pelagic Birds	
BIO 227	Invertebrate Zoology	
BIO 313	Ichthyology	

*Select one from:*

BIO 332	Intro to Mariculture OR	
BIO 310	Special Topics in Mariculture	

*Select one from:*

MAT 215	Applied Statistics OR	
GIS 230	GIS Applications I	

### **Mathematics Minor 24 cr**

MAT 110	Finite Math	3
MAT 126	Calculus I	4
MAT 127	Calculus II	4

*Select at least 13 credits of math at or above the MAT 200 level* 13

### **Music Minor 24 cr**

The music minor provides a solid background of lifelong musical fulfillment for both the budding musician and the lover of music.

MUS 115	Intro to Music: Listening	3
MUS 119	Fundamentals of Music: Literacy	3
<i>Select one:</i>		3

MUS 312	Music History I	
MUS 313	Music History II	

*Select 9 credits in academic music electives at or above the 200 level* 9

*Select 6 hours from the following courses, with at least one course from each of the following categories:* 6

<i>Performing Groups</i>		
MUS 1/301	UMM Chorale	
MUS 1-407	Applied Music: Performing Groups	

<i>Private Lessons</i>		
MUS 103	Applied Music: Private Lessons	
MUS 1/209	Applied Music: Guitar	

### **Outdoor Recreation Minor 18 cr**

*Intended for non-recreation majors only.* Additional courses may be added to this list as they are developed. Students should consult with their academic advisor.

*Select from:*

REM 115	History and Philosophy of Recreation	
REM 121	Outdoor Recreation I	
REM 123	Advanced River Canoeing and Camping (St. John)	
REM 125	Sailing and Basic Seamanship	
REM 205	Recreation Safety and First Aid	
REM 210	Nature-Based Tourism & Sustainable Development	
REM 211	Recreational Hunting & Fishing	
REM 212	Wilderness First Responder	
REM 227	Backcountry Expedition Skills	
REM 230	Outdoor Leadership	
REM 411	Recreation & Wilderness Resources	

### **Professional Writing Minor 18 cr**

ENG 207	Studies in Composition and Grammar	3
ENG 208	Technical Writing in the Information Age	3
ENG 236	Copyediting and Proofreading	3

*Two writing electives selected from* 6

ENG 371	Intermediate Creative Writing Workshop	
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WRI 414	Grant and Proposal Writing	
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*or other writing courses as approved by the English faculty. Students may also choose to apply 3 credits in independent study or creative writing toward this minor.*

WRI 4xx	Writing Internship	3
<i>This course might include writing-related work for a business or non-profit agency, tutorial assistance in the Writing Center, or writing instruction assistance in the classroom. The student's internship work will be evaluated by a member of the English faculty in consultation with the student's direct supervisor.</i>		

### **Psychology Minor 19 cr**

PSY 110	Intro to Psychology	3
<i>Select one:</i>		3

PSY 212	Lifespan I	
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PSY 324	Lifespan II	
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PSY 311	Social Psychology	3
PSY 420	Learning and Memory	3
PSY 442	Physiological Psychology	3
SSC 420	Research Methods & Design	4

*Note: Students are required to take BIO 110, BIO 111 or BIO 117, and MAT 113 Intro to Statistics as prerequisites for certain courses above. These courses should be taken as part of a student's University Core requirement selections.*

**Public Administration Minor 18 cr**

The Public Administration minor is designed for students who might wish to pursue graduate work in public administration and/or work in the public sector. It is an excellent career-oriented complement to a business administration or liberal arts major.

ACC 328	Fund Accounting	3
MAN 301	Management	3
POS 215	American National Government	3
WRI 414	Grant and Proposal Writing	3
<i>Select 6 credits from the following:</i>		6
ACC 201	Financial Accounting	
BUS 221	Business Law I	
ECO 202	Microeconomics	
POS 216	State & Local Government	

**Secondary Education Minor 36 cr**

In conjunction with their BA programs in English, interdisciplinary fine arts (visual arts concentration), Psychology & Community Studies and the sciences, students who successfully complete Secondary Education minors may apply for teaching certification, grades 7-12. It is important that students take initiative early in their college careers to form an informal advising relationship with one of the education faculty. Courses must be planned carefully to meet requirements for both major program and secondary education certification.

Students preparing for secondary teaching certification must successfully complete the following professional courses, including student teaching:

EDU 112	School & Community	3
EDU 210	Educational Psychology	3
SED 310	Dimensions of Exceptionality	3
EDU 321	Secondary Methods in Teaching I	3
EDU 327	Secondary Methods in Teaching II	3
EDU 337	Classroom Management	3
EDU 338	Differentiation & Behavior Mgt	3
EDU 352	Curriculum Design Evaluation & Assessment	3
EDU 490	Student Teaching	12

Prior to applying to student teach, students should meet the following requirements by October if they plan on student teaching the following Spring. They should meet them by March if they plan on student teaching the following Fall.

- minimum overall GPA of 2.50
- minimum GPA in major of 2.50

- minimum GPA of 2.50 in EDU 112, EDU 210 and EDU 352
- successfully complete Praxis I & II exams
- criminal history background check

Further information can be found under Baccalaureate Programs in the section titled "Teacher Preparation Programs."

**Substance Abuse Services Minor 27 cr**

PSY 230	Abnormal Psychology	3
PSY 310	Family Challenges & Resilience	3
PSY 327	Chemical Dependency	3
PSY 332	Crisis Identification & Resolution	3
PSY 351	Chemical Dependency & Dual Diagnosis Counseling	3
PSY 442	Physiological Psychology	3
SSC 302	Introduction to Counseling	3
<i>Select two of the following:</i>		6
PSY 326	Vocational Aspects of Disability	
PSY 328	Case Management	
PSY 329	Trauma & Recovery	

**Sustainability Management Minor 24 cr**

<i>Select one of the following:</i>		3
ENV 112	Environmental Issues	
ELA 1xx	Intro to Sustainability	
BUS 326	Sustainable Business	3
ECO 223	Environmental Economics	3
ENV 201	Topics: Energy in Society	3
POS 305	Environmental Policy	3
<i>Select one of the following:</i>		3
PSY 311	Social Psychology	
PSY 316	Industrial/Organizational Psychology	
<i>Select one of the following:</i>		3
REM 225	Leadership & Group Dynamics	
BUS 332	Leadership	
MAN 301	Management	
MAN 302	Small Business Management & Entrepreneurship	
<i>Select one of the following:</i>		3
BIO 245	General Ecology	
BUS 325	Business Ethics & Social Responsibility	
ENV 213	Environmental Ethics & Values	
HTY 321	World Environmental History	
MAN 318	Human Behavior in Organizations	
PSY 317	Environmental Psychology	
PSY 334	Community Psychology & the Environment	
REM 301	Park & Recreation Facilities Operations	

<i>REM 414</i>	<i>Grant &amp; Proposal Writing</i>
<i>SOC 314</i>	<i>Environmental Law/ Environmental Crime</i>
<i>SSC 310</i>	<i>Demography &amp; Human Ecology</i>

**Women's Studies Minor** **18 cr**

Women's Studies examines women from an interdisciplinary perspective, acknowledging gender's pervasive influence on multiple aspects of our daily lives. A Women's Studies minor will allow students to focus on the history, contributions, and experiences of women, within a complex matrix of such factors as race, class, ethnicity, nationality, and sexual orientation.

At least 50 percent of the content in the Women's Studies electives must be concerned specifically with women's issues. At least 2 of these courses must be outside the student's major field of study.

Women's Studies courses can help prepare students for entering the workforce or pursuing further education, in such diverse fields as teaching, law, medicine, journalism, communication, business, recreation, or government. It can also be of special benefit to students planning to enter the social service sector, including human service agencies, personal or career counseling, women's agencies and programs, and public service.

The Women's Studies minor consists of a minimum of 18 credits, to be distributed as follows:

WST 110	Intro to Women's Studies	3
WST 410	Feminist Theory	3
	Women's Studies electives	12

Each semester, the Women's Studies Steering Group publishes a list of courses that qualify for Women's Studies credit. Students may also petition to have other courses count toward the 4-course requirement. A maximum of 3 credits of independent study may be credited toward the minor.

## COURSE DESCRIPTIONS

### Course Credit

Academic credit is awarded for successful completion of coursework. The University of Maine at Machias defines one credit as a minimum of 15 hours of course instruction time together with a minimum of 30 hours of student individual or group study. While the total amount of time spent by the student in learning activities should therefore be a minimum of 45 hours or more per credit, the proportion of instructional time to individual/group study may vary in certain courses (e.g., asynchronous components, laboratory components, performance and studio sessions, internship and practica, independent studies, etc.). "Instruction time" refers to interaction and communication among instructors and students, including any assessments (e.g., tests, presentations). Credit, credit hours and semester hours of credit are synonymous terms. Catalog references to credit are abbreviated as "Cr."

### ACC 201 Financial Accounting

The fundamental principles of accounting as they relate to sole proprietorships. Emphasis is given to developing the technical procedures of journalizing, posting, adjusting entries, closing the books and preparing the financial statements. In addition, students are introduced to notes, inventory, depreciation, controls and payroll. Competency and/or concurrent enrollment in basic reading, writing, and mathematics courses are a prerequisite for all business studies offerings with a prefix of ACC, BUS, MAN, and MAR. 3 Cr

### ACC 202 Managerial Accounting

Covers techniques accountants use to help management plan and control business operations. Topics include accounting for manufacturing costs, budgeting and performance reporting, cost-volume-profit analysis, differential analysis, the computation of financial ratios, and the comparison of cash flow with net income. Prerequisite: ACC 201. 3 Cr

### ACC 212 Principles of Financial Accounting II

In this course, students encounter and are exposed to various topics in accounting for fixed and intangible assets; corporate organization, capital stock transactions and dividends; corporate income and taxes, stockholders' equity and investments in stocks; bonds payable and investments in bonds; cash flows; depreciation; financial statement analysis; alternative methods of recording deferrals, and lastly, partnerships. Prerequisite: ACC 201 3 Cr

### ACC 301 Intermediate Accounting I

Covers techniques accountants use to measure and communicate general purpose financial information to all interested parties in a manner that complies with generally accepted accounting principles. Topics include income statements, balance sheets, cash, receivables, inventories, and non-current assets. Prerequisite: ACC 201. 3 Cr

### ACC 302 Intermediate Accounting II

Techniques accountants use to measure and communicate general purpose financial information to all interested parties in a manner that complies with generally accepted accounting principles. Topics include revenue recognition criteria, current and long term liabilities, corporate owner's equity, income taxes, pensions, leases, and the statement of cash flow. Prerequisite: ACC 301. 3 Cr

### ACC 311 Individual Income Tax

Covers federal income tax legislation that applies to individual income taxpayers. Topics include the individual income tax formula, income inclusions and exclusions, ordinary income, capital gains and losses, active and passive income, deductions, and tax credits. Students learn to prepare individual income tax returns. Prerequisite: ACC 201 or permission of instructor. 3 Cr

### ACC 314 QuickBooks Accounting for Entrepreneurs

QuickBooks Accounting for Entrepreneurs will introduce students to QuickBooks accounting software. Students will become familiar with maintaining accounting records and preparing summary financial reports using QuickBooks. The course is also intended to help students learn or review fundamental accounting concepts and principles, enable students to review financial statements from a user perspective, provide students with a means to investigate the underlying source documents that generate most accounting information, and offer students the chance to explore some managerial aspects of accounting by performing financial analyses and comparisons. Prerequisite: Junior standing or permission of instructor. 3 Cr

### AME 330 Topics in American Studies

This course applies the subject and methods of American Studies (introduced in AME 220) to the exploration of a single-semester topic or theme - such as conspiracy theories, urban legends, the Fifties, or cyberspace. Students learn how American Studies takes its own form of interdisciplinary inquiry, one whose multiple perspectives enrich an understanding



of society and culture in America. Prerequisite: ENG 101, AME 220 or permission of instructor. 3 Cr

### **ANT 101 Cultural Anthropology**

A comparative study of contemporary cultures and institutions with particular attention to primitive and peasant societies. Emphasized are such topics as human evolution and race; pre-scientific writings and ethnology; the concept of culture; language and perception; economics and technology; marriage, the family and kinship; associations, castes and classes; political organization and warfare; religion and magic; folklore and the arts; culture and personality; American culture; cross-cultural contact; and cultural change. 3 Cr

### **ANT 212 Environmental Anthropology**

The field of environmental anthropology explores human-environment relations around the globe and from prehistory to the present. It also strives to understand environmental issues and knowledge, not only from a Western scientific point of view, but also from the perspectives of people from other cultural backgrounds. In this class, students will survey the field of environmental anthropology and apply its method and theory to a problem where they live. Prerequisite: ANT 101 or SOC 114, or permission of instructor. 3 Cr

### **ANT 215 Special Topics in Applied Anthropology**

Course designed to allow students to pursue study in an area within Applied Anthropology. Courses vary in content in response to student interest and demand. Prerequisite: Dependent upon course offered, or permission of instructor. 3 Cr

### **ANT 313 Political Ecology**

The field of political ecology examines and attempts to explain the political dimensions of human-environment relations. This course will introduce the field, its history, methods, and perspectives, and emphasize the application of its principles and perspectives to the understanding and management or resolution of real-world, environment-related problems. Students will select and research an issue pertinent to Downeast Maine such as salmon aquaculture, wild salmon population restoration, blueberry farming, or the siting of Liquid Natural facilities; analyze it, and develop a remediation plan that takes into account a range of environmental and social dimensions. Prerequisite: ANT 212 or permission of instructor. 3 Cr

### **ANT 315 Special Topics in Applied Anthropology**

Course designed to allow students to pursue study in an area within Applied Anthropology. Courses vary

in content in response to student interest and demand. Prerequisite: Dependent upon course offered, or permission of instructor. 3 Cr

### **ANT 330 Sociocultural Models**

An examination of contemporary theoretical explanations of behavior: how do various models shape the formulation of questions about behavior and the resultant answers. Theoretical explanations may include, but not be limited to structural, conflict, interactionist, and evolutionary models. Prerequisite: ANT 101 Introduction to Anthropology and two of the following three courses: PSY 110 Introduction to Psychology, SOC 114 Introduction to Sociology, MAT 113 Intro to Statistics. 3 Cr

### **ANT 414 Field Project**

Intended solely for students enrolled in the Cultural Anthropology minor, the course awards credit for a substantial fieldwork project developed by the student and completed in conjunction with any other 300 or 400-level course. Institutional Review Board (IRB) clearances, if necessary, must be obtained prior to the start of the semester in which the course is taken. Prerequisite: ANT 330 and prior arrangement with the supervising faculty member. 1 Cr

### **ANT 415 Special Topics in Applied Anthropology**

Course designed to allow students to pursue study in an area within Applied Anthropology. Courses vary in content in response to student interest and demand. Prerequisite: Dependent upon course offered, or permission of instructor. 3 Cr

### **ART 101 2-D Fundamentals of Art**

An introductory-level course in which students learn the elements and principles of two-dimensional design through hands-on studio practice. Class meetings include drawing, painting, and mixed media, as well as lectures and discussions on related topics. Such topics may include non-Western art, aesthetics, and historical and modern art. This course partially satisfies the University Core requirement in fine arts and is a prerequisite to all other studio art offerings. 3 Cr

### **ART 102 Art Fundamentals: 3-D**

An introductory course in which students learn the elements and principles of three-dimensional design through hands-on studio practice. Class meetings include drawing, sculpture, and mixed media as well as lectures and discussions on related topics. Such topics may include non-Western art, architecture, and historical and modern art. This course partially satisfies the University Core requirement in fine arts

and is a prerequisite to all other studio art offerings. 3 Cr

### **ART 201 Art History I**

A survey of the visual arts from prehistory until 1600 A.D. This course includes lectures and discussions of the art and life of people in all major cultures in this chronological period. Prerequisite: ENG 101 or permission of instructor. 3 Cr

### **ART 202 Art History II**

A survey of the visual arts from 1600 A.D. until the present. This course includes lectures and discussions of the art and life of people in all major cultures with an emphasis on Western culture after the Renaissance. Prerequisite: ENG 101 or permission of instructor. 3 Cr

### **ART 210 Drawing I**

The introductory course in studio drawing. Students are taught the basic concepts and techniques of drawing in studio sessions using still life, land/seascape, and the model. Emphasis is on gaining facility in rendering and visualizing from life. Prerequisite: ART 101, ART 102, or permission of instructor. 3 Cr

### **ART 211 Painting I**

The introductory course in painting. Students learn the fundamental processes of opaque and/or transparent painting media through intensive studio practice, lecture and demonstration. Prerequisite: ART 101, ART 102, or permission of instructor. 3 Cr

### **ART 214 Special Topics in Art**

Special lecture, studio, travel and workshop experiences in the visual arts. Recent topics offerings include Book Arts, Landscape Watercolor, Digital Design, and Life as Art: UMM student trip to Italy. In the BAIFA program, these courses may be used as visual art electives and repeated for credit. Prerequisite: ART 101, ART 102, or permission of instructor. 1 - 3 Cr

### **ART 216 Book Arts I**

This studio course will concentrate on the study of the book as a medium for the expression of the written word. Topics covered in this course include the cultural and historical development of the book artifact, its materials and methods of production, the aesthetic integration of topography, text, page, paper and image; printing and methods of book production, and binding structures. Letterpress printing will be introduced. Books will be editioned in small numbers as prototypes of learning the techniques of

production. Prerequisite: ART 101 or ART 102 or permission of instructor. 3 Cr

### **ART 217 Papermaking**

This studio course will explore making paper by hand as a component for the making of edition of paper and images critical for the making of books. In addition to the exploration of the cooking, beating, and sheet forming of fiber into paper, students will learn about the history of papermaking, the materials used in the history of writing and printing, and the aesthetics of material usage as it pertains to interpreting a specific written text or visual image. The course will also involve a critical analysis of works of art and books using handmade paper and a comparative study of paper made from assorted fibers, historical and modern. Prerequisite: ART 101 or ART 102 or permission of instructor. 3 Cr

### **ART 218 Printmaking**

An introduction to the materials and techniques of fine art print production. Woodcut, linocut, etching, engraving and lithography are some of the processes explored. Class sessions consist of studio work, demonstration, lecture, and group and individual critiques. Prerequisite: ART 101, ART 102, or permission of instructor. 3 Cr

### **ART 219 Photography**

A studio course designed to acquaint the student with the process of visual exploration using a camera. The student learns the basics of camera use, darkroom technique, photographic history, and application of knowledge to the subject. The student is expected to arrange out-of-class photo session and darkroom time. May be repeated for credit. Prerequisite: ART 101, ART 102, or permission of instructor. 3 Cr

### **ART 310 Drawing II**

The basic concepts and techniques of drawing are reintroduced through studio sessions. Students draw with a variety of media from life and from conceptual/creative models. Emphasis in this more advanced class is on the development of facility, style and self-expression. May be repeated for credit. Prerequisite: ART 210 or permission of instructor. 3 Cr

### **ART 311 Painting II**

Designed for students who are experienced painters. Through intensive studio practice, students develop their facility with selected opaque and/or transparent media. Emphasis is on the development of an individual vision. May be repeated for credit. Prerequisite: ART 211 or permission of instructor. 3 Cr

**ART 313 Photography II**

Advanced development of students' photographic skills and understanding. The course explores a variety of equipment, materials and techniques. Students develop an awareness of many variables important to advanced work in photography. Simultaneously, they develop a new awareness of the image and of themselves as image makers. Prerequisite: ART 219 or permission of instructor. 3 Cr

**ART 320 Life Drawing**

An introduction to rendering the human figure. Students learn how to draw the human figure in action and repose through intensive studio practice. The structure and function of the human skeleton and musculature is taught through lecture, demonstration and discussion. May be repeated for credit. Prerequisite: ART 101 or ART 102, and sophomore standing, or permission of instructor. 3 Cr

**ART 326 Book Arts II**

This studio course will continue the study of Book Arts I using the book as a medium for the expression of the written word. The aesthetic integration of typography, text, page, paper and image through letterpress printing and other advanced printing and binding techniques will be explored. A copyrighted book project will be editioned beyond the prototype stage and marketed. May be repeated for credit. Prerequisite: ART 216 or permission of instructor. 3 Cr

**ART 421 Advanced Art Projects**

Designed to allow students to explore intensively their own areas of specialization in both subject and technique. While the course emphasizes individual work, collaborative approaches are also put into practice. May be repeated for credit. Prerequisite: ART 101 or ART 102, ART 210, and two upper-level art courses; or permission of instructor. 3 Cr

**ASL 101 Intro to Sign Language**

Provides the student with an overview of American Sign Language (ASL), signed English, and communication through gesture. Students develop an understanding of the history of ASL and learn to communicate through expressive and receptive ASL. The course is taught through practice, small-group work, presentations and as little spoken word as possible. 3 Cr

**ASL 102 Intermediate Sign Language**

Following the Introduction to Sign Language, this course serves as the second half of the sign language sequence. The intermediate-level course utilizes the

immersion-style teaching method. A silent classroom where signed ASL will be the only form of communication will be maintained for the duration of the course. Prerequisite: ASL 101 or permission of the instructor. 3 Cr

**BCS 460 Senior Project/Capstone Experience**

This course is the capstone experience for a student in the BCS program. It can take the form of a portfolio, a research project or some other equivalent experience. It is intended to be the method through which the student clearly demonstrates the linkage between their objectives and the academic work in their self-designed concentration. It is expected to be a culminating, integrative experience. The student presents their work to the appropriate campus audience. 3 Cr

**BEH 450 Senior Project**

An opportunity for students to apply and expand what they have learned in the Psychology & Community Studies program by pursuing local problems and issues. In this culminating service learning/community engagement course, students will work with a community partner to design and implement an independent research project or develop and run a program that serves the community partner's needs. Independent inquiry and formal presentations to the class are important components of this course for both peers and the community. This course includes a Service-Learning and Community Engaged (SL/CE) component. Prerequisite: Senior standing and SSC 320. 3 Cr

**BIO 100 Explorations in Biology**

This course is designed for beginning Biology majors (but is appropriate for all students), and attempts to introduce students to some of the content areas within the discipline of Biology through investigations focused on a particular Maine organism. This course will also serve as a "First-Year Experience." Students will work closely with faculty on a research project, learning concepts and protocols in biology and at the same time developing academic skills that will contribute to their continued success at UMM. 1 - 2 Cr

**BIO 106 Topics in Women's Health**

An introduction to the many aspects of women's health. Topics covered include reproductive system anatomy, physiology of the menstrual cycle, breast cancer, gynecological cancers, HIV/AIDS and other STDs, menopause, etc. Course content emphasizes both normal and abnormal conditions including symptoms, treatment options, and long-term effects as well as prevention. This course is designed for the

general student of all ages, and for men as well as women. It also is a useful introduction to the subject for students preparing for careers in the healthcare profession. 3 Cr

### **BIO 108 Introduction to Human Nutrition**

This course provides an introduction to the nutrients necessary for humans to live and thrive and the basic mechanisms by which they act. The course will pay particular attention to the links between food and health and disease. It will also include information on alcohol, energy balance and metabolism, disorders of metabolism or energy balance, and nutritional deficiencies. As time permits, the course will cover special stages of life (pregnancy, infancy, childhood or aging), and herbal and nutritional supplements. The goal is to obtain an educated groundwork for understanding the body processes of nutrients and their application to everyday disease states. Topical articles will be presented at a level that mirrors and develops basic scientific literacy for the educated layperson. 3 Cr

### **BIO 109 Special Topics in Biology**

A course whose subject matter may come from any of a variety of topics in Biology. This course may be repeated for credit with different topics or at different levels. A lab may be included as part of the course. 1 - 4 Cr

### **BIO 110 Human Anatomy & Physiology I**

This course studies the workings of the human body. The primary objective is to gain an understanding of how the healthy human body works. Class discussion and investigations focus on the form and function of individual body systems and their integration into the living organism. Comparisons will be made between the healthy body and disease states. The first semester in a two-semester sequence will cover the general structure of the human body, cells, tissues, the integument, skeletal, muscular, nervous and endocrine systems. Lecture 3 hours, laboratory 2 hours. 4 Cr

### **BIO 115 Marine Fauna & Macroalgae of Downeast Maine**

This field-oriented course will introduce students to many of the marine organisms inhabiting various marine environments along the Downeast coast (Bar Harbor to Eastport). The course is intended to create a sense of excitement about marine environments through hands-on field sampling, identifications using guides and keys, and instruction on natural history and ecology. Each day, students will visit rocky shores, soft-bottom intertidal flats, sandy beaches, estuaries, marshes, or islands that will

highlight the richness and diversity of marine life in eastern Maine. 3 Cr

### **BIO 117 This is Life!**

This introductory course in general biology for both majors and non-majors is organized around the characteristics of life. Topics covered include cellularity, homeostasis, growth, development, reproduction, genetics, response to stimuli, ecology and evolution. The inquiry-based laboratory provides opportunities for students to participate in hands-on investigations into these topics. Lecture 3 hours, laboratory 2 hours. 4 Cr

### **BIO 206 Intro to Marine Biology**

This is a survey of major marine ecosystems, including plankton, rocky intertidal, mudflat, marsh, coral reef and deep sea communities. Topics for each ecosystem include identifications, life histories, biology and ecology of dominant species. Field trips to local marine environments are used to develop identification skills, ecological techniques, experimental design, and statistical analysis of data. Students participate in toxic alga monitoring program for the Maine State Department of Marine Resources throughout the semester. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 117, BIO 118, BIO 119 and ENV 103, or permission of instructor. 4 Cr

### **BIO 209 Special Topics in Biology**

A course whose subject matter may come from any of a variety of topics in Biology. This course may be repeated for credit with different topics or at different levels. A lab may be included as part of the course. 1 - 4 Cr

### **BIO 211 Field and Laboratory Techniques in Biology**

This course may be used to learn a variety of field and laboratory techniques. Students develop topics in consultation with the faculty member who will direct the course. Examples of topics are sampling and identification of plankton, conducting amphibian and avian surveys, laboratory techniques in genetics and immunology, horticultural methods, vegetation sampling and analysis. Prerequisites vary with topics. 1 - 2 Cr

### **BIO 212 Ornithology**

The remarkable adaptations of birds to flight traced through the study of their biology, behavior, and ecology. Comparisons of systematic groups demonstrate the interrelationships of anatomy with ecological roles and behavior. These and other topics are elucidated through dissection and examination of specimens. Frequent field trips to practice

identification of birds by visual patterns, behavior and song, culminate in a predawn bird census. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 117 and BIO 118, or permission of instructor. 4 Cr

### **BIO 216 Mammalogy**

Provides an introduction to the ecological and evolutionary contexts that led to the radiation of mammals, and a strong grounding in the physiological/reproductive strategies that differentiate mammals from other tetrapods. Students are exposed to the common techniques used in studying mammals, including an introduction into DNA technology. The major orders of mammals is reviewed and important recent shifts in the classification are discussed. When appropriate, Maine mammals are used to illustrate concepts. Students further this emphasis through the preparation of museum-quality specimens or a research paper. Lecture 3 hours, laboratory 2 hours. Prerequisite: BIO 117 and BIO 118, or permission of instructor. 4 Cr

### **BIO 218 Herpetology**

This course will introduce students to the scope of Herpetology. General topics will include basic anatomy and physiology; including fascinating alternative reproductive strategies and physiological ecology. A survey of the modern families of amphibians and reptiles will include the relationships among them and their connections to the ancient tetrapod groups. Prerequisite: BIO 117 and BIO 118, or permission of instructor. 3 Cr

### **BIO 221 General Microbiology**

A survey of the biology of microorganisms, in particular the prokaryotes. Topics include a taxonomic survey of the microbes, regulation of cellular activities, and inheritance. Investigations into the interactions between microorganisms and humans and the role of microorganisms in the environment will round out student perspectives of these minute life forms. Laboratory investigations of each topic will emphasize safe lab practice, problem solving, analysis of data, and communication of results. Lecture 3 hours, laboratory 2 hours. Prerequisite: BIO 117, or permission of instructor. 4 Cr

### **BIO 223 Marine Mammals & Pelagic Birds**

The biology, ecology, and systematics of marine mammals and pelagic birds are studied through lectures and discussion of primary literature. During field trips students develop identification skills, censusing techniques and study of behavior of local

species. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 117 and BIO 118, or permission of instructor. 4 Cr

### **BIO 224 General Entomology**

Students will be given a broad introduction to insect external and internal anatomy, physiology, evolution, taxonomy and ecology. Students will be able to identify the major insect orders and representative families on sight. They will have the skills to identify the majority of North American insects to the family level using appropriate dichotomous keys. Each student will identify, read and present the major ideas from at least two papers published in the primary literature. The course format will be a combination of lecture exams, laboratory practical exams, written and verbal presentations and the submission of properly identified and labelled insect collections. If time and student interest permit, an introduction to Arachnid identification (to the family level) will be included. Prerequisite: BIO 117 and BIO 118, or permission of instructor. 4 Cr

### **BIO 227 Invertebrate Zoology**

This course is a survey of the great diversity of free-living and parasitic organisms without backbones. While terrestrial and aquatic groups are studied, marine organisms and their planktonic stages are emphasized. The anatomy, systematics, and biology of invertebrates are studied through lectures, collections, dissections, microscopy, and videotape. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 117 and BIO 118 and sophomore standing or higher, or permission of instructor. 4 Cr

### **BIO 229 Plant Taxonomy**

An introduction to the identification, classification and evolution of vascular plants. Primary emphasis is on the angiosperms and conifers. Topics considered include the history of taxonomy, plant life cycles, taxonomically important anatomical and morphological features of plants, classification systems, and characteristics of selected plant families. Lecture and field work place approximately equal emphasis on knowledge of the local flora and recognition of important plant families. Laboratory work includes methods of specimen preparation, identification and mounting, and organization and maintenance of an herbarium. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 117 and BIO 119, or permission of instructor. Offered fall semesters of odd-numbered years. 4 Cr

### **BIO 230 Human Anatomy & Physiology II**

This course studies the workings of the human body. The primary objective is to gain an understanding of

how the healthy human body works. Class discussion and investigations focus on the form and function of individual body systems and their integration into the living organism. Comparisons will be made between the healthy body and disease states. This second semester in a two-semester sequence will cover the homeostatic systems of the body: cardiovascular, respiratory, digestive and excretory systems. Study of reproduction, pregnancy and the immune systems will complete the understanding of the workings of the human body. Control of these systems by the nervous and endocrine systems will be emphasized. Lecture 3 hours, laboratory 2 hours. Prerequisite: BIO 110 Human Anatomy & Physiology I. 4 Cr

### **BIO 235 Introduction to Fisheries & Wildlife Management**

Fisheries and Wildlife Management is a many-faceted field. There is no single class that will provide students with all they need to become a professional. This course is a combination of lectures, discussions, literature review and external activities that represent different aspects of the field. Topics include defining Fish & Wildlife Management, a historical perspective, demographics and population growth, "decimating/welfare factors" and specific case studies. Students will appreciate the breadth of the field, the coursework necessary to become a fisheries or wildlife biologist and acquire a basic conceptual fluency. While the course includes foundation-building content, the need for professional training will be emphasized. Prerequisite: BIO 117, BIO 118, BIO 114 and MAT 102. 3 Cr

### **BIO 245 General Ecology**

An introduction to the major ecological concepts of energy flow, community and population structure, nutrient cycling, competition, and predation demonstrated through the study of selected ecosystems. The influence of geological processes in New England on soil formation and community structure is studied in lectures and field trips. Students are introduced to sampling techniques, experimental design, and statistical analysis of data through field trips to local aquatic, marine, and terrestrial ecosystems. Prerequisite: BIO 117, BIO 118, BIO 119 and MAT 102 (may be taken concurrently), or equivalents. 4 Cr

### **BIO 305 Research Seminar**

This course is designed to allow students to assimilate the multiple aspects of independent research in a group setting. There are six primary components of the course: 1) review of primary

literature pertinent to the project, 2) presentations by invited experts in the field, 3) discussion of stakeholder perspectives and options for effective communication of data, 4) training and education on new technologies and techniques, 5) student presentations (data presentation and summary will be required) and 6) open discussion and troubleshooting of individual research projects. The specific research topics addressed will change as the focus of the various research projects changes. This course can be taken multiple times. Co-requisites: Participation in a research project, such as Senior Thesis in Biological Research (BIO 404, BIO 405, BIO 406), an Independent Study research project, or permission of instructor. 1 Cr

### **BIO 309 Special Topics in Biology**

A course whose subject matter may come from any of a variety of topics in Biology. This course may be repeated for credit with different topics or at different levels. A lab may be included as part of the course. 1 - 4 Cr

### **BIO 310 Special Topics in Mariculture**

This course allows students to experience a wide range of topics in marine aquaculture through numerous approaches including classroom seminars where topics may range from the history of mariculture in the U.S. to the biology and culture of salmonids, bivalves, or crustaceans. Additional options for students include hands-on activities involving culturing organisms in UMM's aquaculture research laboratory or attending outside seminars or conferences that involve the culture of marine organisms. May be repeated for credit as topics vary. May be offered pass/fail at instructor's option. Prerequisite: permission of marine biologists. 2 - 4 Cr

### **BIO 313 Ichthyology**

The biology, ecology, and systematics of fresh and saltwater fish are studied through lectures, laboratories, and discussion of primary literature. Students develop skills in aging, identification, fisheries management, and aquaculture during laboratory and field trips. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 117 and BIO 118, or equivalent. 4 Cr

### **BIO 315 Experimental Design & Analysis for Biologists**

This course will introduce students to the most common and widely used experimental designs to generate biological data for both continuous and categorical variables. The emphasis will be on how to: 1) design resource-appropriate sampling

programs; 2) avoid mistakes that make analyzing data difficult; and, 3) properly analyze data. Statistical methods such as analysis of variance, linear and non-linear regression, analysis of covariance, analysis of frequencies, and an introduction to multivariate analysis will be presented. Prerequisite: MAT 215. 4 Cr

### **BIO 323 Comparative Vertebrate Anatomy and Physiology**

A study of the vertebrate animals exploring how the basic vertebrate pattern has been modified into the wondrous diversity of form and function found in the living vertebrates. Anatomical and physiological systems are studied on a comparative basis with an emphasis on the adaptive strategies employed by different vertebrates to cope with their unique environments. The interactions between individual systems of the animal body in maintaining homeostasis is also stressed. Lecture 3 hours, laboratory 4 hours. Prerequisites: BIO 117, BIO 118 and CHY 102. (CHY 221 and PHY 112 recommended.) 5 Cr

### **BIO 332 Intro to Mariculture**

A course that introduces students to topics in marine aquaculture, primarily mariculture in Maine. Topics include the history of mariculture in the state, water quality parameters, culture systems, life histories and ecology, public vs. private mariculture, feeding and nutrition, diseases within culture systems, and mariculture economics. UMM's mariculture facility is used to culture algae, shellfish, and finfish. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 117, BIO 118, BIO 119 and BIO 206, or permission of instructor. 4 Cr

### **BIO 333 Plant Ecology**

This course provides a general introduction to plant population and community ecology. Among the topics considered are the development and dynamics of plant community structure; plant population demography; species interactions; effects of disturbance on population and community structure and dynamics. Prerequisite: BIO 245. Offered fall semesters of even-numbered years. 4 Cr

### **BIO 334 Cell Biology**

A study of the properties of eukaryotic cells. As the smallest unit of life, the cell defines both the potential capabilities and inherent limitations of all forms of life. This course explores the structure, physiology, and biochemistry of cells, with the primary goal of developing an appreciation for the connections between the workings of individual cells and the activity of the whole organism. Lecture 2 hours,

laboratory 4 hours. Prerequisite: BIO 117 and CHY 102. (CHY 221 recommended.) 4 Cr

### **BIO 340 Evolution**

A study of the scientific theories and evidence related to the process of evolution. Topics covered include the mechanisms of evolution, molecular evolution, speciation, and the history of life. Lecture 3 hours. Prerequisite: BIO 353 or permission of instructor. (CHY 221 and MAT 215 recommended.) 3 Cr

### **BIO 350 Developmental Biology**

A course combining the classical study of embryology with an emphasis on the genetic and biochemical control of development. Animal embryos are studied in the context of cell differentiation and formation of body pattern. Influences of the environment on developmental processes will also be investigated. Lecture 3 hours. Prerequisite: BIO 334, BIO 353. (BIO 323 recommended.) 3 Cr

### **BIO 352 Algal & Marine Plant Ecology**

This course will engage students in studies and active research in the functional biology, ecology, physiology, taxonomy and identification of algae and marine plants (primarily marine macrophytes). The course will focus on 1) the abiotic and biotic factors affecting their growth and distribution, 2) the structural and physiological differences in their taxonomic and functional groups, 3) the role of algae and plants as important foundation species for habitat and food in major marine communities, and 4) the contrasting ecological differences structuring those communities. Students will learn to identify and collect local algae and marine plants through herbaria. Students will use a variety of species and systems to read about, ask and answer experimental questions related to the ecology and physiology of these organisms. Original research will occur in the field and laboratory through a process of guided inquiry. Students will learn to read and write papers using statistical analyses and the scientific format. Prerequisites: BIO 117, BIO 119, ENV 103, BIO 206, CHY 101, CHY 102 (may be concurrent), MAT 215, MAT 315, or permission of instructor. 4 Cr

### **BIO 353 Genetics**

An in-depth investigation into the mechanisms of heredity. The course builds strong foundations in Mendelian and molecular genetics. Topics covered include probability, pedigree analysis, the molecular biology of the gene, gene expression, mechanisms of mutation, and population's genetics. The laboratory portion of the course includes common organismal and molecular techniques used in whole organism

genetic analysis and molecular biology. Lecture 3 hours, laboratory 3 hours. Prerequisite: BIO 117, CHY 101, CHY 102, MAT 102. (CHY 221 and MAT 215 recommended.) 4 Cr

### **BIO 355 Conservation Biology**

A capstone course examining the principles and practices of measuring, maintaining, and enhancing biological diversity. The course focuses on applications of ecology, population biology, and genetics to the conservation of species and ecosystems. Laboratories may include computer simulations and fieldwork. Lecture 3 hours, laboratory 2 hours. Prerequisite: BIO 245; MAT 215 or higher; junior or senior standing; ENV 112 or BIO 353; or permission of instructor. 4 Cr

### **BIO 360 Marine Ecology**

An advanced course in ecology comparing the population and community dynamics of a variety of intertidal and subtidal hard-and soft-bottom, planktonic, and coral reef communities. Topics include spatial relationships, competition, prey-predator relationships, symbiosis, behavioral patterns, seasonal cycles, succession, larval strategies, and productivity. Through field and laboratory work students learn to design and conduct experiments, analyze data, and write research papers. Lecture 2 hours, laboratory 4 hours. Prerequisite: BIO 206, 227, 245, MAT 215 and MAT 315. 4 Cr

### **BIO 375 Population & Community Ecology**

An advanced course for students with previous experience in ecology. Among the topics considered are competition, predator-prey interactions, population dynamics, life-history strategies, species diversity patterns, and community structure and regulation. Lecture 3 hours. Prerequisite: BIO 245 and MAT 215, or equivalent. 3 Cr

### **BIO 401 Senior Thesis in Biology**

The BIO 401, 402, and 403 sequence is designed for students wishing to prepare an in-depth literature review of an aspect of Biology of particular interest. Students typically begin the sequence during the second semester of the junior year of study. Students first enroll in BIO 401, and in consultation with a thesis advisor, select a topic and prepare a bibliography and an outline of the paper. A grade of "pass" or "fail" is awarded. Prerequisite: 3.0 GPA within the major and overall, and approval by a thesis advisor. 1 Cr

### **BIO 402 Senior Thesis in Biology**

In the second semester of the sequence, students enroll in BIO 402. During this semester, the

bibliography is updated, and a preliminary draft of the paper is submitted to the thesis advisor. A grade of "pass" or "fail" is awarded. Prerequisite: 3.0 GPA within the major and overall, and approval by a thesis advisor. 1 Cr

### **BIO 403 Senior Thesis in Biology**

In the third semester of the sequence, students enroll in BIO 403. A final draft of the paper is submitted to the Division of Environmental and Biological Science faculty. Students make an oral presentation of the topic and make any corrections to the paper required by the division faculty. A grade of "pass" or "fail" is awarded. Prerequisite: 3.0 GPA within the major and overall, and approval by a thesis advisor. 1 Cr

### **BIO 404 Senior Thesis in Biological Research**

An opportunity for students to engage in independent research on a biological problem of interest to them. Such work involves field or laboratory experimentation, computer modeling, or a combination of methodologies. A student typically begins in the second half of the junior year of study. The student first enrolls in BIO 404. In consultation with a thesis advisor the student selects a research project, prepares a bibliography and preliminary literature review, and submits a research proposal. SSC 320 Research Methods and Design may be substituted for this first semester. A grade of "pass" or "fail" is awarded. Prerequisite: MAT 215, a 3.0 GPA within the major and overall, and approval by a thesis advisor. 2 Cr

### **BIO 405 Senior Thesis in Biological Research**

In the second semester of the sequence, the student enrolls in BIO 405. During this semester, the student completes the experimental portion of thesis work and prepares a draft paper. A grade of "pass" or "fail" is awarded. Prerequisite: MAT 215, a 3.0 GPA within the major and overall, and approval by a thesis advisor. 2 Cr

### **BIO 406 Senior Thesis in Biological Research**

In the third semester of the sequence, the student enrolls in BIO 406. The student must submit a final draft of the paper to the Division of Environmental and Biological Science faculty. The student gives an oral presentation of the topic and makes any final corrections to the paper required by the division faculty. A grade of "pass" or "fail" is awarded. Prerequisite: MAT 215, a 3.0 GPA within the major and overall, and approval by a thesis advisor. 2 Cr



**BIO 409 Special Topics in Biology**

A course whose subject matter may come from any of a variety of topics in Biology. This course may be repeated for credit with different topics or at different levels. A lab may be included as part of the course. 1 - 4 Cr

**BIO 410 Senior Seminar in Biology**

Biology majors with a GPA less than 3.0 must take BIO 410 rather than one of the Senior Thesis sequences. This is a one-semester seminar course in which students can expect to have regular reading assignments and class discussions. The topic or topics are chosen in advance by the instructor. Students have an opportunity to investigate areas within the topic(s) of particular interest to them. Papers, oral reports, and/or exams are required at the discretion of the instructor. Prerequisite: Senior standing or permission of Instructor. 3 Cr

**BIO 460 Seminar in Marine Ecology**

A seminar course whose primary objective is to explore marine ecological concepts, themes, and paradigms of student interest. Students are assigned readings from primary literature and learn how to interpret those readings critically with respect to methodological design, results, and ultimate theses. Prerequisite: BIO 360. 3 Cr

**BIO 482 Senior Seminar in Marine Biology**

A course that will offer senior-level marine biology students interesting and challenging material of a topical nature. Readings will draw from both primary and secondary sources. Content is discussed in group settings. Students will investigate areas of particular interest to them through written and oral presentations. Prerequisites: Completion of all other requirements within Marine Biology or permission of instructor. 3 Cr

**BUS 111 Introduction to Business & Entrepreneurship**

An introductory course providing knowledge of what business and entrepreneurship are all about. It is a basic course in business, economic and entrepreneurial literacy as well as organizational structures and functions, and provides an overview of the traditional business disciplines including marketing, finance, accounting, management, information systems, etc., and additionally forms the basis for subsequent studies. Competency and/or concurrent enrollment in basic reading, writing, and mathematics courses are a prerequisite for all business studies offerings with a prefix of ACC, BUS, MAN, or MAR. 3 Cr

**BUS 212 Business Communications**

A course designed to develop effective communication skills in the areas of writing, speaking, and listening. Emphasis is placed on appropriate formats for business communications including grammatical style, clarity, and conciseness of messages. Prerequisite: ENG 101. 3 Cr

**BUS 221 Business Law I**

A course designed to create an understanding of the fundamentals of business law and an awareness of the legal environment in which the business enterprise operates. Special emphasis is given to the basic principles of law that apply to business transactions of a contractual nature. Prerequisite: ENG 101. 3 Cr

**BUS 222 Business Law II**

A course designed for continued emphasis on the legal principles governing business transactions. Special emphasis is given to commercial paper, real and personal property, bailments, agency and employment. Prerequisite: BUS 221. 3 Cr

**BUS 324 Labor Relations Management**

This course provides an examination of the legal, managerial and economic factors relevant to labor management relations and an in-depth investigation into the character and procedures of arbitration, mediation, conciliation, and fact-finding. Current labor management contracts and implications for labor and management will also be discussed. Prerequisite: Junior standing or permission of instructor. 3 Cr

**BUS 325 Business Ethics & Social Responsibility**

This upper-level course gives the student a thorough introduction to important ethical issues that arise in the world of business, including the analysis of interests of all the individuals who hold a stake in the outcome of any business dilemma or decision. The course encourages students to open their minds to the variety of opinions on any given ethical issue. The results of this approach will be to help ensure that all stakeholder perspectives are considered. The course emphasizes the application of traditional ethical theories to modern decision-making. Finally, major emphasis will be placed on how and why ethical business behavior varies among countries and cultures. Prerequisite: Junior status or permission of instructor. 3 Cr

**BUS 332 Leadership**

Leadership is an applied course that combines behavior theory with business practice. The course teaches central concepts and skills in an important

area of leadership development. The course will be made more forceful and the impact greater by the self-evaluation questionnaires and practical exercises that are used for personal development and class involvement. This course gives the student a thorough introduction to important leadership issues that arise in the world of business, including the analysis of the interests of all the individuals who hold a stake in the outcome of any business dilemma or decision. The course encourages students to open their minds to the variety of opinions on leadership and entrepreneurial issues. Prerequisite: Junior standing or permission of the instructor. 3 Cr

### **BUS 334 International Business**

This course introduces students to the global business environment and the challenges and opportunities managers face in an international context. Students learn about cultural, geographic, economic, political and legal forces affecting international business and the implications for managers. Students examine the theories and practice of international trade, foreign investment and foreign currency exchange, and learn about strategies and procedures for conducting business internationally. Prerequisite: BUS 111 and ECO 201, or permission of instructor. 3 Cr

### **BUS 400 Senior Seminar**

A course designed to be taken by senior level business administration students. This course develops current and continuing issues in business for study. A major project or term paper allows students to hone their research and presentation skills. Open to Business Administration majors who have completed 84 cr. 3 Cr

### **CHY 101 General Chemistry I**

The first part of a two-semester introduction to the properties and behavior of matter at the atomic and molecular level: unites and definitions, chemical changes, stoichiometry, energy changes, structure and periodicity of atoms, nuclear chemistry, states of matter, and chemical bonding. The integrated laboratory provides concrete experience of concepts discussed. In most cases, students should plan to take both CHY 101 and CHY 102. Lecture 3 hours, laboratory 3 hours. Prerequisite: MAT 102 or equivalent. 4 Cr

### **CHY 102 General Chemistry II**

A continuation of General Chemistry I dealing with kinetics, reaction rates, equilibria, acids and bases, simple thermodynamics, electrochemistry, metals and non-metals and, briefly, elements of organic and biochemistry. The integrated laboratory reinforces concepts from the lecture. Lecture 3 hours,

laboratory 3 hours. Prerequisite: CHY 101 or equivalent. 4 Cr

### **CHY 113 Intro to Forensic Science**

This course will provide an examination of the basic principles and practices of forensic science. Integrative laboratory experiences will instruct students in scientific experimentation, basic forensic techniques (including a layman's discussion of microscopy, chromatography, electrophoresis, spectroscopy and spectrometry) and case studies will be examined as group exercises and individually. Topics will include an introduction to forensic science, criminology, trace evidence examination, serology, DNA analysis, toxicology, arson investigation, questioned document analysis, medical examination, and the analysis of paint and gunshot residue samples. In addition, forensic psychology will be briefly discussed. Prerequisite: BIO 117 or permission of instructor. 3 - 4 Cr

### **CHY 221 Organic Chemistry I**

An introduction to the properties and reactivity of carbon compounds. Reactions are analyzed with an emphasis on the structural and mechanistic bases for reactivity. Nomenclature and basic analytical methods are also considered. The integrated laboratory reinforces concepts from lecture. Lecture 3 hours, laboratory 4 hours. Prerequisite: CHY 102 or equivalent. 4 Cr

### **CHY 222 Organic Chemistry II**

A continuation of Organic Chemistry I, including a survey of the major functional groups of carbon compounds. Knowledge of reactivity is applied to structural analysis and organic synthesis. The integrated laboratory reinforces concepts from lecture. Lecture 3 hours, laboratory 4 hours. Prerequisite: CHY 221 or equivalent. 4 Cr

### **CHY 226 Undergraduate Research in Chemistry**

The objective of this course is for the student to conduct an original research project under the supervision of a faculty member. The student will work in consultation with a research advisor to develop and undertake a research project in chemistry. A final written report is required. A grade of pass/fail is awarded. This course may be taken multiple times for credit. Prerequisite: CHY 102 and approval by a research advisor. 1 - 2 Cr

### **CHY 234 Environmental Chemistry**

A course to acquaint students with the chemical aspects of environmental concerns including energy production and use, air and water pollution, pesticides and toxic wastes. The earth and its natural

cycles are examined as are changes brought about by human technologies. Methods of monitoring chemical aspects of environmental change including analysis of air and water samples are presented, as are means of ameliorating environmental damage. The integrated laboratory provides 'hands-on' experience with these techniques as well as field trips to areas of concern. Lecture 3 hours, laboratory 4 hours. Prerequisite: CHY 102 or permission of instructor. 4 Cr

### **CHY 305 Research Seminar**

This course is designed to allow students to assimilate the multiple aspects of independent research in a group setting. There are six primary components of the course: 1) review of primary literature pertinent to the project, 2) presentations by invited experts in the field, 3) discussion of stakeholder perspectives and options for effective communication of data, 4) training and education on new technologies and techniques, 5) student presentations (data presentation and summary will be required) and 6) open discussion and troubleshooting of individual research projects. The specific research topics addressed will change as the focus of the various research projects changes. This course can be taken multiple times. Co-requisites: Participation in a research project, such as Undergraduate Research in Chemistry (CHY 226, CHY 326), an Independent Study research project, or permission of instructor. 1 Cr

### **CHY 311 Analytical Chemistry**

The goal of this course is to introduce students to the process of solving analytical chemical problems. Topics covered include sampling and sample preparation; solution equilibria; introduction to common analytical methods and how to choose an appropriate method for a specific analytical problem; method validation; and evaluation of analytical data. Students completing this course will possess the skills necessary to accurately perform routine quantitative analyses of samples, use Standard Methods, and to judge the precision and reliability of their results. Lecture 3 hours, laboratory 4 hours. Prerequisite: CHY 102 or equivalent. 5 Cr

### **CHY 322 Biochemistry**

A study of the molecules of living systems: amino acids and proteins, enzymes, carbohydrates, nucleic acids and lipids. Structure/function relationships are applied in a survey of metabolism, photosynthesis, biosynthesis, immunochemistry, clinical chemistry, nutrition, and molecular biology. The integrated laboratory provides basic biochemical techniques and application of concepts discussed in lecture. Lecture

3 hours, laboratory 4 hours. Prerequisite: CHY 222 or equivalent. 4 Cr

### **CHY 323 Biochemistry II**

This is the second course of a two-semester sequence, with integrated laboratory, designed to acquaint students with the molecules and reactions of living systems. The first half of the course will focus on metabolic processes, integration and regulation of metabolism, biosynthesis of carbohydrates, biosynthesis and biodegradation of lipids and nitrogenous compounds such as amino acids, nucleotides. The second half of the course will focus on current research in biochemistry, mostly at the cellular level, but also in the whole animal. Prerequisite: CHY 222 and CHY 322, or permission of instructor. BIO 222 and BIO 265 recommended. 4 Cr

### **CHY 326 Undergraduate Research in Chemistry**

The objective of this course is for the student to conduct an original research project under the supervision of a faculty member. The student will work in consultation with a research advisor to develop and undertake a research project in chemistry. A final written report is required. A grade of pass/fail is awarded. This course may be taken multiple times for credit. Prerequisite: CHY 102 and approval by a research advisor. 1 - 2 Cr

### **CMY 101 Introduction to Community Studies**

Community is both a fundamental concept and a unit of study in the social sciences. Through an examination of communities past and present the course surveys developments that have shaped the nature and workings of community and it reviews the theories and methodologies that social scientists have developed for community research. The course will be concerned primarily with communities of place with emphasis on the northeastern United States, although the concepts and methods discussed could be applied to other forms of community (communities of interest, virtual communities and others). In addition to lectures, media presentations and other in-class activities, students will participate in an applied community-based project. Course assignments may include reading and writing tasks and a hands-on project that will focus on the construction of a local community profile. 3 Cr

### **CMY 110 Downeast Documentary**

This course provides the basics of video production, incorporating both lecture and laboratory experience. Students will learn about shot composition, sound, lighting, and editing, all from a digital video format. Students will produce and edit several projects from a

variety of media formats, depending on the interests of the student. Prerequisite: Sophomore standing or permission of instructor. 3 Cr

#### **CMY 212 Local Economies in a Global Market**

This course provides an introduction to the field of community economic development. The course focus will be on small rural communities in areas that have historically depended on natural resource extraction, manufacturing and agriculture. These communities -- in Maine, across the US and throughout the world -- have often been "left behind" in the changing arena of global markets, global competition, global finance and post-industrialization. Much effort, both academic and practical, has been focused on the fate of local community economies and the ways in which local livelihoods can be sustained and improved. Guest speakers from local businesses and economic development initiatives plus field trips will be incorporated as concrete examples of how concepts and theories apply to real people and businesses in our immediate community. Prerequisite: ENG 101, or permission of instructor. 3 Cr

#### **CMY 215 Special Topics in Community Studies**

Courses designed to allow students to pursue study in an area within Community Studies. Courses vary in response to student interest and demand. Prerequisite: Dependent upon course offered, or permission of instructor. 3 Cr

#### **CMY 220 Soliya: Cross-Cultural Communication**

Soliya's Connect Program is a unique cross-cultural education program that enables college students in the US and predominantly Muslim countries in the Middle East to collaboratively explore the relationship between the US and Muslim World with the aim of improving intercultural awareness and understanding. Participating students from across the globe literally see and hear one another in a rich and intimate online environment utilizing the latest in videoconferencing and online collaboration technology. Recognizing the profound role of media in shaping young adults' perceptions of other cultures, Soliya trains participating students to create and exchange video segments illustrating their perspectives on world events. Prerequisite: Sophomore standing and GPA of 3.0 or better or permission of instructor. 3 Cr

#### **CMY 310 Online Communities & Culture**

This course provides an investigation into the development of online communities. Some of the questions explored include: What is an online community? What is the membership cycle for

online community members? What makes online communities succeed or fail? What are the economic, social, professional and cultural needs being fulfilled by online communities? What effects to online communities have on face-to-face community development? What are the ontological impacts from the proliferation of online communities? Prerequisites: CMY 101 or ANT 101 or SOC 114, or permission of instructor. 3 Cr

#### **CMY 312 Soliya: Advanced Projects**

Activities are designed to enable students to further expand upon skills they began to develop through their participation in the initial Soliya Connect program. Participating students will only be working on one of the following projects at a time. They will be able to participate again in another project if chosen. Each program will involve a small number of US and Middle Eastern students communicating regularly through the videoconferencing application used for the Connect program. Currently the advanced projects include facilitation training, collaborative video project, and student leadership/developing cooperative actions, each led by highly skilled educators within each field. Prerequisite: Sophomore standing, GPA of 3.0 or better, C or better in CMY/HON 220, or permission of instructor. 1 - 3 Cr

#### **CMY 315 Special Topics in Community Studies**

Courses designed to allow students to pursue study in an area within Community Studies. Courses vary in response to student interest and demand. Prerequisite: Dependent upon course offered, or permission of instructor. 3 Cr

#### **CMY 415 Special Topics in Community Studies**

Courses designed to allow students to pursue study in an area within Community Studies. Courses vary in response to student interest and demand. Prerequisite: Dependent upon course offered, or permission of instructor. 3 Cr

#### **COE 201 Cooperative Education I**

The purpose of the Cooperative Education/Internship program is to provide practical experiences for students that complement their academic studies and introduce them to the world of work with its corresponding professional activities. These work-based learning experiences promote the application of theoretical knowledge and research skills acquired in the classroom to a productive and supervised experiential work site outside the formal classroom environment. Cooperative education and internships assist students in the career development process by enabling them to examine their abilities, values, and

interests while applying them to an actual career experience. One distinction between cooperative education and an internship is that co-op assignments are, more often than not, paid work experiences. Internships usually are non-paid, volunteer assignments and are often combined with additional readings and research. The granting of academic credit for an approved work experience is determined by the student's faculty sponsor and the university coordinator after an examination of the following criteria: nature of the work to be performed, the proposed learning objectives, the number of weeks involved, and the anticipated hours per week. Students must apply to the coordinator for cooperative education/internship before registering for the class. It is strongly recommended that planning and application for all cooperative education and internship experiences begin during the semester prior to participation. Many fields of study require as a condition of graduation the completion of one or more training programs or courses in an outside clinical or professional setting, such as a hospital, clinic, professional office, or public classroom. These outside institutions, offices, and schools that provide the environmental opportunities to students sometimes impose additional requirements as conditions of participation in their programs. Such requirements might include evidence of a recent medical examination; evidence of health, auto or other insurance; a written agreement to personally accept and abide by the rules and regulations of that institution; the execution of an indemnity agreement or release relative to personal liability or liability to others; and similar requirements pertinent to the particular study program. The University assumes assent and compliance to such requirements, rules, and regulations by each student upon his or her enrollment in those courses involving outside study. Basic, entry-level work-learning experience in an institution and/or business that relates to the student's career interests or academic field. Open to students who have completed a minimum of 24 cr. 1 - 6 Cr

### **COE 301 Cooperative Education for ERTM Majors**

Involves management or special project assignments related to the student's career interests or academic field. Prerequisite: Students should have completed two non-credit 50+ hour practicum experiences and a minimum of 48 credits. 6 - 12 Cr

### **COE 305 Internship in Science**

A professional experience for the student who has identified a specific career objective and is interested in gaining significant and extensive experience in that

science-related field. A formal approval process is followed in which students meet with the faculty advisor with expertise in the area of interest and specify individual learning outcomes for the experience. This approval process precedes registration. A student will be required to complete 40 hours of supervised work for each credit earned. A summative report addressing how the student met the learning outcomes is expected at the end of the experience. 3 - 9 Cr

### **COE 313 Community Experience: Internship & Seminar**

This course is meant to provide a professional experience for the student who has identified a specific career objective or graduate school objective and is interested in gaining significant experience in that field. This may be a volunteer or a paid position and may be combined with additional readings and literature research related to either the position itself or the student's specific career objective. A formal approval process is followed in which students meet with the faculty advisor with expertise in the area of interest and specify individual learning objectives for the community experience. The approval process precedes registration. After approval, students will attend a mandatory orientation workshop/meeting prior to the community experience and upon completion will attend a mandatory summative workshop/meeting. This course includes a Service-Learning and Community Engaged (SL/CE) component. Prerequisite: PSY 211 and junior or senior standing. Additional prerequisites dependent upon proposed experience, or permission of instructor. 3 Cr

### **CSE 109 Topics in Computer Trends**

A hands-on course designed to offer students the latest changes in technology and software. This course may be repeated for credit as topics change. 1 - 3 Cr

### **CSE 110 Word Processing Applications**

This course provides hands-on instruction while giving students the opportunity to learn the most current word processing software used in business, industry and home applications. Students will have the guaranteed use of a computer during class to learn and apply advanced software features to various projects and problems. 3 Cr

### **CSE 115 Business Spreadsheet Applications**

This course provides an introduction to basic, intermediate and advanced spreadsheet functions. Topics covered include creating, presenting and analyzing worksheets, charts and graphs, templates,

filter lists, macros and hyperlinks. Students will complete and present a practical business spreadsheet as a final project. Uses Microsoft Excel and/or open source software. 3 Cr

### **CSE 118 Database Applications**

This course provides an introduction to database design, functions and applications in business, education and the home. Practical and web applications will be stressed. Uses Microsoft Access and/or open source software. 3 Cr

### **DAN 106 Beginning Belly Dance**

This course offers an introduction to the ancient art of belly dance, still popular in the modern world. Belly dancers today enjoy it for fun, fitness and friendship. The course will cover basic dance movements, as well as basic finger cymbal patterns and veil work. Students will wear costumes and learn dance routines to sultry Middle Eastern rhythms. Offered pass/fail. 1 Cr

### **DAN 119 Special Topics in Dance**

A learning experience designed to allow students to pursue study in any of a variety of styles in dance and movement as creative expression and may include: format and technique; interpretation, improvisation and choreography; and costuming, performance and production. Courses and special workshop experiences in Dance vary in content in response to student interest and faculty availability and expertise and may be repeated for credit with different topics or at different levels. Prerequisite: Depends on topic and level, or permission of instructor. 1 Cr

### **DAN 216 Intermediate Belly Dance**

Students build on their experience in Beginning Belly Dance and continue to enjoy a dance form that celebrates feminine grace, beauty and strength. Participants refine basic dance movements and learn additional dance movements and choreographies. Students will continue to incorporate finger cymbals and a veil with dance movements and learn how to use a dance cane. Students will develop skills in choreographing for group dances and continue to work on improvisational belly dance, as well as work on developing choreography skills for group dances performed at the end of the semester. Offered Pass/Fail. Prerequisite: DAN 106, or permission of instructor 1 Cr

### **DAN 219 Special Topics in Dance**

A learning experience designed to allow students to pursue study in any of a variety of styles in dance and movement as creative expression and may include: format and technique; interpretation, improvisation

and choreography; and costuming, performance and production. Courses and special workshop experiences in Dance vary in content in response to student interest and faculty availability and expertise and may be repeated for credit with different topics or at different levels. Prerequisite: Depends on topic and level, or permission of instructor. 1 Cr

### **DAN 319 Special Topics in Dance**

A learning experience designed to allow students to pursue study in any of a variety of styles in dance and movement as creative expression and may include: format and technique; interpretation, improvisation and choreography; and costuming, performance and production. Courses and special workshop experiences in Dance vary in content in response to student interest and faculty availability and expertise and may be repeated for credit with different topics or at different levels. Prerequisite: Depends on topic and level, or permission of instructor. 1 Cr

### **DAN 326 Advanced Belly Dance**

Students build on skills learned in previous Belly Dance classes, learning a dance form that has survived for centuries because of its appeal to the human spirit. Participants continue to work on their technique while learning new choreographies; and dance with finger cymbals, veil and cane, adding dance fans and balance props like the sword. The course will cover more advanced dance movements and choreographies will offer the opportunity for more duet and/or solo performances at the end of the semester. Prerequisite: DAN 216, or permission of instructor. 1 Cr

### **DAN 419 Special Topics in Dance**

A learning experience designed to allow students to pursue study in any of a variety of styles in dance and movement as creative expression and may include: format and technique; interpretation, improvisation and choreography; and costuming, performance and production. Courses and special workshop experiences in Dance vary in content in response to student interest and faculty availability and expertise and may be repeated for credit with different topics or at different levels. Prerequisite: Depends on topic and level, or permission of instructor. 1 Cr

### **ECO 201 Macroeconomics**

An analysis of the behavior and performance of the aggregate, or overall, economy. Focuses on forces determining equilibrium output and income, employment, inflation, growth and economic stability. The role for and effectiveness of government economic (fiscal and monetary) policy is considered. Prerequisite: sophomore standing and

MAT 12 or equivalent, or permission of instructor. 3 Cr

### **ECO 202 Microeconomics**

An analysis of the behavior and interaction of fundamental economic entities: households and firms. Topics include demand and supply, competition, monopoly, labor markets, international trade, and environmental policy. Prerequisite: sophomore standing and MAT 12 or equivalent, or permission of instructor. 3 Cr

### **ECO 223 Environmental Economics**

This course introduces students to economic concepts and methods applied to environmental and natural resource issues. Students examine the importance of natural resources and environmental services for the economy and human well-being. Students contemplate the underlying causes of environmental problems and consider how people respond to incentives and constraints framed by economic and social institutions. Students learn about valuation techniques and decision criteria, and learn to evaluate policies based on efficiency, equity and sustainability. The course typically covers some of the following topics: sustainable development, population growth, energy, water resources, fisheries, forest management, agriculture, air and water pollution, climate change, solid waste and recycling and toxic substances. 3 Cr

### **EDU 103 Preparing for Praxis Core Academic Skills for Educators: Reading**

This course will prepare individuals to take the Praxis Core Academic Skills Test in Reading. Students will become familiar with the structure and content of the Praxis Reading test through a review of the basic skills of reading comprehension, including the practices of skimming, previewing, locating answers, summarizing and evaluating a variety of different types of written material. Test-taking strategies, time management and organizational skills will be emphasized, as well as methods for reducing test anxiety. 1 Cr

### **EDU 104 Preparing for Praxis Core Academic Skills for Educators: Writing**

This course will prepare individuals to take the Praxis Core Academic Skills for Educators Test in Writing. Students will become familiar with the structure and content of the Praxis Writing test, including detailed instruction in the basic skills of writing in order to communicate effectively with correct and effective standard written English. Test-taking strategies, time management and organizational skills will be

emphasized, as well as methods for reducing test anxiety. 1 Cr

### **EDU 107 Preparing for Praxis Core Academic Skills for Educators: Mathematics**

This course will prepare individuals to take the Praxis Core Academic Skills for Educators Test in Mathematics. Students will become familiar with the structure and content of the Praxis Math test, including detailed instruction in constructs that are assessed: number and operations, algebra, geometry and measurement and data analysis and probability. Test-taking strategies, time management and organizational skills will be emphasized, as well as methods for reducing test anxiety. 1 Cr

### **EDU 112 School and Community**

A pre-professional course required of all education majors. This course examines historical, philosophical and current educational issues. The role of the professional educator is a focus, and the student evaluates personal skills and aptitudes in light of expectations for the profession. An extended field experience is a major component of the course. Prerequisite: Successful completion of or concurrent enrollment in ENG 101. 3 Cr

### **EDU 210 Educational Psychology**

A course designed to help prospective teachers reflect upon the dynamics of learning and instruction. Theories of the cognitive, affective, and behavioral domains are related to classroom experience. Other topics include: educational research, assessment and evaluation, individual and group differences, motivation, classroom management, and effective teaching. A field experience over an extended period of time is also a component of the course. 3 Cr

### **EDU 213 Teaching, Learning, and Technology**

A course to provide students with an understanding of the ways technology can be used in school settings and to develop the skills to incorporate its use in a variety of educational tasks. Types of technology incorporated into the class are audio/visual, presentation software, spreadsheets, databases and a variety of web examples. The course also includes an introduction to Smartboard technology and utilizes a Mac lab. 3 Cr

### **EDU 217 Working with Culturally Diverse Students**

This course explores the historical, philosophical and cultural foundations of education for a culturally diverse society. Students will use multiple frames of reference to examine the impact of race/ethnicity, class, gender and sexual orientation on the lives of

students in America; the relationship of society and schools; and the responsibilities of schools and school personnel for promoting inclusivity. This course will focus on the social construction of privilege, examine the concept of "public" education and explore how schools can recognize and respond to issues of diversity. Prerequisite: EDU 112 and SOC 114, or permission of instructor. 3 Cr

### **EDU 220 Elementary Social Studies Methods**

This course is designed to acquaint students with the elementary social studies curriculum and the diverse ways this component of the curriculum has been, and continues to be, defined in American schools. Since this is ordinarily the student's first methods course, particular attention is paid to the instructional planning process. Students are introduced to a range of developmentally appropriate teaching strategies especially pertinent to historical and cross-cultural topics, but also to procedures and habits of mind that are transferable to teaching other areas of the curriculum. Diffused throughout the course is an appreciation for cultural diversity and the value of looking at situations from multiple perspectives. A practicum in local schools is a required component of the course. Prerequisite: EDU 112 and EDU 210; acceptance into upper-division study in elementary education program. 3 Cr

### **EDU 223 Children's Literature**

A course that encourages extensive reading, discussing, enjoyment, and appreciation of books, periodicals and other literature for young people. Students are assisted in developing and using criteria for evaluating children's literature. Characteristics of various genres are discussed. In addition, some attention is given to oral storytelling, history, and other aspects that vary according to the interests and abilities of the particular class. This course is required for all elementary school education majors and is suggested as an elective for English majors and others who are interested in literature or who work with children. Prerequisite: ENG 101 and a 100-level literature course, or permission of instructor. 3 Cr

### **EDU 301 Teaching and Learning**

A self-designed supervised practicum experience involving tutoring; assisting a classroom teacher; and planning, implementing, and evaluating lessons in educational settings beyond the university classroom. Individual contracts are developed by the student, supervisor, and field practitioner for each experience. This course may be repeated for a total of no more than 9 cr. Prerequisite: EDU 210. .5 - 9 Cr

### **EDU 320 Topics in Education**

Topics for pre-service and practicing teachers interested in education, pre-kindergarten through the secondary level. May be repeated for credit as topics vary. Prerequisite: varies by topic. 3 Cr

### **EDU 321 Secondary Methods of Teaching I**

This is a course focusing on teaching methods for secondary education. Prospective secondary school teachers explore the nature and relevance of their content area for students in grades 7-12. In addition to considering the learner and the learning process, students are equipped with a range of specific instructional strategies for diverse populations, including the multicultural perspective. Teaching methods for the following secondary content areas are included: English, social studies, math, science and art. In conjunction with an internship in local schools, including observation and presentation of a series of lessons, this course provides students an opportunity to apply principles and insights acquired through the course. Prerequisite: EDU 210 and EDU 352, or permission of instructor. 3 Cr

### **EDU 327 Secondary Methods of Teaching II**

This course focuses on content area literacy through the exploration and application of strategic teaching approaches that will enhance student understanding of content area material. Participants will come to understand that learning is an active, constructive process and will recognize that using a variety of learning strategies and development of critical thinking skills will enhance understanding. Participants will be required to demonstrate knowledge and application of sound reading and writing strategies to be used in the classroom. These strategies will create readiness for learning, and will use reading and writing to promote content understanding. Prerequisite: EDU 352 Curriculum Design Evaluation & Assessment, EDU 321 Secondary Methods of Teaching I, and Co-requisite: EDU 338, or permission of instructor. 3 Cr

### **EDU 328 Environmental Literacy**

The goal of this course is to provide students with strategies to teach others how to become environmentally literate citizens. Environmental Literacy helps students act successfully in their daily lives with a broad understanding of how people and societies relate to each other and to natural systems, and how they might do so sustainably. It also strives to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of humans to the natural world. This course encourages outdoor learning and is appropriate for pre-service teachers as well as



students interested in educating the public on environmental as well as biological and ecological issues. Prerequisite: ENV 112 and EDU 112, or permission of instructor. 3 Cr

### **EDU 332 Elementary Science Education Methods**

A course designed to explore issues and strategies relevant to science teaching in an elementary classroom. Integrated science curriculum materials are designed, implemented and assessed in a field practicum. Inquiry-based models for science instruction such as project-based learning are explored, as are more traditional instructional techniques. The extended field practicum in a local elementary classroom is an integral part of the course. Prerequisite: EDU 220 and Co-requisite: EDU 337 and EDU 334, or permission of instructor. 3 Cr

### **EDU 334 Integrated Reading & Language Arts Methods I**

A course designed to assist prospective teachers in acquiring the competencies necessary to organize, instruct, evaluate, and manage the communication skills in the elementary/middle school programs. Course content focuses on the theories, approaches and related materials and effective practices in developmental listening, speaking, reading and writing in grades K-6. The focus is on an integrated approach to communication skills acquisition. Students are required to demonstrate competency in utilizing technology for skill reinforcement. Consideration is given to the needs of exceptional children in the regular classroom. Prerequisite: EDU 220 and successful completion of Praxis I, and Co-requisite: EDU 337 and EDU 344. 3 Cr

### **EDU 337 Classroom Management**

This course is designed to give students an in-depth practical experience in pedagogical methods and classroom management based in theory and application. Equitable student outcomes will be emphasized as students reflect upon their placement experiences in order to develop an individual approach to building an inclusive, productive and well-structured learning environment conducive to high levels of student support and achievement. Students will spend a minimum of six hours per week in local classrooms while observing, participating and teaching. Students will be required to develop a classroom management system as well as teach a unit plan developed in their methods course. Prerequisites: For elementary majors: EDU 210 and EDU 220; For secondary majors: EDU 210 and EDU 352. Co-requisites: For elementary majors: EDU

332 and EDU 334; For secondary majors and minor: EDU 321. 3 Cr

### **EDU 338 Behavior Management**

This course is designed to give students an in-depth practical experience in pedagogical methods and classroom management based in theory and application. Equitable student outcomes will be emphasized as students reflect upon their placement experiences in order to develop an individual approach to building an inclusive, productive and well-structured learning environment conducive to high levels of student support and achievement. Students will spend a minimum of six hours per week in local classrooms while observing, participating and teaching. Students will be required to develop a classroom management system as well as teach a unit plan developed in their methods course. Prerequisite: EDU 337 and SED 310, or permission of instructor. Corequisites: EDU 344 and EDU 349 (for Elementary Education majors); EDU 327 (for Secondary certification). 3 Cr

### **EDU 344 Mathematics in the Elementary School**

A course designed to acquaint prospective elementary and middle-level teachers with the content, strategies, techniques, materials, and organizational structures related to teaching mathematics. Topics include problem solving, logical thinking, finding numerical patterns, transmitting positive attitudes towards mathematics, and the use of manipulatives and technology. Methods of increasing the mathematics skills of children with exceptionalities are addressed. A practicum is an integral part of the course. Prerequisite: EDU 220 or EDU 313, MAT 107, MAT 108, and Co-requisite: EDU 349 and EDU 338, or permission of instructor. 3 Cr

### **EDU 349 Integrated Reading & Language Arts Methods II**

A course designed to assist prospective teachers in acquiring the competencies necessary to organize, instruct, evaluate, and manage the communication skills in the middle/secondary school programs. Course content focuses on the theories, approaches and related materials and effective practices in developmental listening, speaking, reading, and writing in grades 7-12. The focus is on an integrated approach to communication skills acquisition. Students are required to demonstrate competency in utilizing technology for skill reinforcement. Consideration is given to the needs of exceptional children in the regular classroom. A practicum is required. Prerequisite: EDU 220 or EDU 334, and Co-requisite: EDU 344 and EDU 338. 3 Cr

### **EDU 351 Middle & Secondary Science Education Methods**

This course provides students with experience and skills in planning, implementing, and assessing inquiry activities for the middle and secondary level science classrooms. It will also assist students in developing a modern philosophy of science teaching at the secondary level. Students will examine central ideas in science, gain computer skills in processing scientific data, and examine the process for representing physical and living systems as mathematical models. Students will develop inquiry activities that are aligned to standards-based science curriculum and apply them in class through the practicum. In an attempt to develop authentic assessments aligned to science education standards, students will also examine a comprehensive assessment system and critically evaluate assessment portfolios based on standards. This course addresses the standards of the Maine Learning Results, Maine Comprehensive Assessment System (MeCAS), and the National Science Education Standards (NSES). Prerequisite: EDU 210 and 16 credits of science or permission of instructor. 3 Cr

### **EDU 352 Curriculum Design, Evaluation & Assessment**

The purpose of this course is to gain understanding and offer experience in design, implementation and evaluation of curriculum aligned with assessment practices. Instructional goals and objectives to develop a variety of appropriate assessment tools for both formative and summative assessment are critical to effective teaching. Both classroom and standardized assessment and their reliability and validity will be considered. Philosophy, goals and practices are explored through cultural, economic, political and social influences on the curriculum. Prerequisite: Successful completion of or concurrent enrollment in either EDU 210 or EDU 217, or permission of instructor. 3 Cr

### **EDU 490 Student Teaching**

A final field experience for elementary, middle-level, and secondary education students. Individually assigned university supervisors and carefully selected cooperating teachers in local schools provide a 15-week extended apprenticeship into the profession. Student teachers must also attend orientation sessions and seminars on campus designed to complement the student teaching experience. Prerequisite: acceptance by the Student Teaching Committee. Among other factors considered by the committee: (a) attainment of senior status; (b) acceptable academic standing; (c) successful completion of all required professional education courses; (d) successful completion of the

writing sample; (e) completion of interview with education faculty; (f) continuing evidence of personal growth and responsibility; and (g) successful completion of Praxis I. 12 Cr

### **ELA 101 Recreation & Wellness Seminar**

This course is designed to help new students learn about the recreation opportunities in Downeast Maine and to further develop their appreciation for the connection between personal wellness and outdoor exploration. Students will gain outdoor skills while reading, discussing and reflecting on the role of outdoor recreation experiences on personal health, as well as in fostering environmental stewardship. The course will also discuss wellness concepts in the field as important components of a canoeing expedition and then review the concepts in greater detail in the classroom and through lab activities. 3 Cr

### **ELA 112 Community & Place**

In this course students will engage in field-based activities to enhance their understanding of communities. By exploring the social, cultural and economic environments of Downeast Maine or their own local communities, students will learn about the history, geography, ethnography, economics or sociology of their region. This course is designed to challenge student assumptions about people and place. Topics vary by semester and instructor. Prerequisite: ENG 101, or may be taken concurrently. 3 Cr

### **ELA 342 Humans & Nature**

Based on a wide selection of exemplary writings from diverse times, cultures, and academic disciplines, the course examines the relationship between humans and nature. By reading, discussing, analyzing, and critiquing the readings, students will learn how different disciplines and cultures approach such issues. They will develop critical reading and writing skills while exploring how assumptions, questions, and methods shape disciplinary approaches, cultural understanding, and human behavior. Instructors from various disciplines will teach the multiple sections and may participate in each others' classes as appropriate, thus introducing students to a range of UMM's programs and professors. This survey of a variety of approaches to the single topic of human interactions with nature will establish a shared foundation on which students can build their learning in other discipline-specific core courses and in their majors. Prerequisites: ENG 101 Composition, ELA 101 Recreation & Wellness, ELA 112 Community & Place and Scientific Inquiry core requirement, or junior standing and permission of instructor. 3 Cr

**ENG 9 Basic Reading**

This course is designed to help students overcome problems experienced with communication skills, focusing on effective reading and clear thinking. The development of improved reading and study skills will help the student succeed in college courses. Prerequisite: Appropriate Accuplacer Reading Comprehension and Sentence Skills scores. 2 Cr

**ENG 12 Developmental Writing Lab**

Review of and practice in basic writing skills. Course format is primarily that of a writing workshop, but it may include supplementary self-paced computer-assisted instruction. Students in ENG 12 will establish competency in the essentials of written communication (grammar, sentence structure, punctuation, etc.) as well as develop facility in the editing and revision processes. The ultimate goal of the course is to enhance students' ability to think critically, write effectively, and find pleasure in doing both. 3 Cr

**ENG 101 Composition**

A course to help students improve their skill in expository, analytical, and persuasive writing. Students will gain introductory research skills as they learn to write in relationship to other texts. Reading and grammatical skills are emphasized, so that students will learn to build solid prose that will be the foundation of their academic career. This course is required of all students. Prerequisite: appropriate English placement examination scores or equivalent 3 Cr

**ENG 113 Introduction to Humanities**

Introduction to representative works across the humanities: literature, visual art, music, theater, and philosophy. Though the major emphasis falls on literature, half of the class focuses on the other disciplines. With primary interest in the Western tradition, non-Western cultures will also be examined. Students will investigate the ways works speak for and against the times that created them. The study promotes independent thinking skills and cultivates careful communication. Prerequisite: ENG 101, or permission of instructor. 3 Cr

**ENG 114 Topics in World Literature**

Provides glimpses of diverse worlds and helps students acquire the tools to understand and appreciate good literature. The literature of other cultures and places fascinates and educates the reader, not only because that literature often has enduring excellence but also because it gives us a new world of thought. Topics vary with semester

and instructor. Prerequisite: ENG 101 or permission of instructor. 3 Cr

**ENG 117 Intro to Literary & Cultural Studies**

An introduction to the goals, methods, and implications of literary analysis in the 21st century. The underlying assumption is that there is no such thing as a generic or standard reading of a literary work; all readings take place in and depend on a critical framework, whether that be explicit or implicit. From this starting point, the course is constructed around several critical approaches. One of these is a formalist approach in which students interpret the literary text on the basis of its formal features and stylistic conventions. Students will then explore other opposing and overlapping critical approaches, including but not limited to, feminist, Marxist, historicist, and psychological. Prerequisite: ENG 101 or permission of instructor. 3 Cr

**ENG 118 Contemporary Literature**

Introduction to award-winning works of contemporary writers from around the world. This course allows students to feel part of a living tradition of writing, to understand the artistic and technical concerns of contemporary writing, and the ideas and attitudes conveyed in that writing. The course is important both for those pursuing historical studies and criticism, and for those engaged in creative writing. Contemporary Literature will help students acquire an appreciation for good literature and the tools to help them understand and enjoy that literature more fully. Prerequisite: ENG 101 or permission of instructor. 3 Cr

**ENG 207 Studies in Composition & Grammar**

A study of the basic theories and practices in modern grammar and usage, within the context of improving essay-writing skills. Although the course deals primarily with traditional grammar, introduction to generative, structural and transformational systems may also be considered. While students work on individual writing projects under the direction of the instructor, the class at the same time functions as a group to discuss readings and to critique student work to develop editing and revision skills. Prerequisite: ENG 101 or permission of instructor. 3 Cr

**ENG 210 Beginning Creative Writing**

An introductory writing course that focuses on the knowledge, attitudes, and techniques essential to successful creative writing. It is open to writers and aspiring writers of various levels of ability providing course prerequisites have been met. Genres treated include poetry, fiction, and creative nonfiction.

While much of the course consists of a workshop format, lectures and class discussions cover such topics as sentence effectiveness, writer's block, dynamics of language, metaphor, meter, characterization, plotting, dialogue, narrative point of view, scene construction, revision, and publication. Prerequisite: ENG 101, or permission of instructor. Offered pass/fail or for a letter grade at the option of the instructor. 3 Cr

### **ENG 212 Topics in Literature**

A course designed generally but not exclusively for non-English majors, focusing on a topic of the instructor's choosing and using literature and non-fiction as the documents for class discussion. The course may be repeated since the topics vary (e.g. fantasy, the occult, women writers, African-American literature). Prerequisite: ENG 101 and a one 100-level literature course, or permission of instructor. 3 Cr

### **ENG 224 Masterpieces of World Literature**

This course involves an examination of cultural differences and transformations as seen through the lens of world literature's traditional canon. Students gain exposure to major writers of cultures and time periods other than their own, and analyze a variety of world literature masterpieces to determine how and why such works transcend their particular time and place. A variety of world views is examined, focusing on such themes as creation, death, love, heroes, and humor. Prerequisite: ENG 101 and a 100-level literature course, or permission of instructor. 3 Cr

### **ENG 225 Writing for Children & Young Adults**

Writing books for children -- from lap-sitter to young adult -- covers fiction and creative non-fiction, with emphasis on characterization, theme, plot, setting, dialogue, and conflict. Part of this course focuses on what distinguishes writing for children from other forms of creative writing, and the narrowing margin between novels and short stories for young adults and those marketed for an adult audience. Professional tips on subject matter of interest to children, preparation of manuscripts for publication, and possible markets will also be studied. Prerequisite: ENG 101 or permission of instructor. 3 Cr

### **ENG 226 Summer Reading List**

A self-designed, self-paced, reading-intensive course in which students tackle the literary classics they've always wanted to read. From a Master List of major texts in American and British literature, students select their own summer reading lists that match

guidelines provided by the instructor. Students then take individualized quizzes online at any time during the summer. This class entails a heavy reading load, but it does not require papers, participation or attendance. The entire emphasis is on a student's reading experience. Students can take this course up to two times. Prerequisite: one 100-level literature course, or permission of instructor. 3 Cr

### **ENG 227 Young Adult Literature**

Designed to explore the needs and interests of adolescent readers, this course addresses the characteristics of young adult readers and the methodology of book selection for them. Focused on the enjoyment of reading for young adults, the course emphasizes familiarity with a wide body of adolescent literature, approaches to and bibliographic resources for its study, and methods for individualizing reading. Prerequisites: ENG 101 or permission of the instructor. 3 Cr

### **ENG 228 Writer's Market**

This one-credit course provides students with the skills, knowledge and means to promote and protect their writing professionally. Students work with the current edition of "Writer's Market" to identify markets for writing projects they are working on or have previously produced. These markets include journals and magazines, book publishers, as well as contests. Students learn how to copyright their writing, to generate effective letters of inquiry and to explore possibilities of finding a literary agent. Students apply their knowledge by submitting one or more original pieces of writing to an appropriate market. Students work individually with a faculty supervisor. Course may be repeated up to three times. Prerequisite: ENG 101 and one of the following: ENG 210 Beginning Creative Writing, ENG 207 Studies in Composition & Grammar, ENG 208 Technical Writing, or permission of instructor. 1 Cr

### **ENG 230 Studies in Film**

A generic course covering various topics related to the genre of film. The specific emphasis of each offering is indicated by its subtitle and described in its syllabus. Students in this course view and analyze films according to historical, structural, socio-cultural, or other approaches, as determined by the instructor. Written assignments give students an opportunity to apply critical concepts learned in class. Prerequisite: a 100-level literature course, or permission of instructor. 3 Cr

**ENG 231 Techniques of Poetry**

This course provides an opportunity to study poetry through the dual processes of observation and imitation, to understand how specific writing techniques produce effective poetry. Students are encouraged to study and duplicate-within the context of their own individual writing styles-the techniques employed by successful poets. Aspects of both a literature course and writing course are thus combined in pursuit of a pragmatic working knowledge of the techniques of poetry. Students will critically examine and then experiment for themselves with various forms of poetry, writing and revising both critical essays and poetry, reading and sharing their work in small writing workshop groups. Prerequisite: ENG 101 with grade of B- or better, or permission of instructor. 3 Cr

**ENG 232 Techniques of Fiction**

A survey course in contemporary fiction. This course focuses on literary works primarily as products of the writing process. Rather than interpreting stories or analyzing them with regard to a cultural milieu, the class will treat them as case studies for technique. The artists whose works have been selected for this course are generally innovators-that is, writers exploring the boundaries of traditional narrative, in both form and style. While the course is intended principally for students who are themselves interested in writing fiction, any student of literature may find such an approach useful and interesting. Prerequisite: ENG 101 with grade of B- or better, or permission of instructor. 3 Cr

**ENG 233 Techniques of Creative Non-Fiction**

Creative nonfiction is a genre defined by what it is not. It differs from other forms of nonfiction by possessing both an apparent subject and a deeper meaning, by its freedom from the usual journalistic requirements of timeliness and urgency, by taking advantage of such narrative devices as character, plot and dialogue, by its sense of reflection and finished thought, and by its serious attention to the craft of writing and aesthetic sensibility that goes well beyond the journalistic "inverted pyramid" style. This course provides the opportunity to study creative nonfiction through the dual processes of observation and imitation, to understand how specific writing techniques produce effective literature. Students are encouraged to study and duplicate-within the context of their own individual writing styles-the techniques employed successfully by published writers of creative nonfiction. Prerequisite: ENG 101 with grade of B- or better, or permission of instructor. 3 Cr

**ENG 234 Career Writing**

A practical course for students entering the job market. Students will sharpen their skills in writing resumes, cover letters and other job application documents, and will practice for job interviews. Prerequisite: ENG 101 and sophomore standing. 1 Cr

**ENG 236 Professional Editing**

A course that covers the basics of professional editing. Working for the UMM Press, students acquire the practical experience of producing a critical edition. The course introduces students to standard publication processes and the major styles, reference works, and tools of editorial work. Emphasis will be placed on the development of skills in proofreading, copyediting, and editorial judgment, as students learn the different functions of proofreaders and copy editors, the vocabulary of print and document design, and acquire a good understanding of the editorial tasks involved in preparing a critical edition for publication. Course is repeatable for credit, but may only count once toward program requirements. Prerequisite: ENG 101, ENG 207, or permission of instructor. 3 Cr

**ENG 242 Electronic & Periodical Publishing**

This course will be an overview of electronic and periodical publishing and a practicum for students who would like to work in these fields. The course will survey broadly a variety of periodicals both in terms of subject and of time, with the emphasis being on the small-scale periodical, especially the literary magazine. Prerequisite: ENG 101; ART 101 or ART 102, 100-level literature course; or permission of instructor. 3 Cr

**ENG 302 Studies in Novel**

A study of the growth and structure of the novel. The picaresque and the psychological, the comedy of manners, the historical, the gothic, the stream-of-consciousness, and other forms may be studied. The concept of the open novel, minimalism, and the journalistic novel may be explored. The novels are chosen from the canons of American, British, and world literature. Prerequisite: ENG 117 and 6 cr of 200-level English courses, or permission of instructor. 3 Cr

**ENG 315 Studies in Drama**

A study of dramatic theory, history, and literature. Major playwrights, dramatic genres, theatrical periods, and movements are explored. May be repeated for credit. Prerequisite: ENG 117 and 6 cr of 200-level English courses, or permission of instructor. 3 Cr

**ENG 325 Masterpieces of British Literature**

Survey of English literature from the Anglo-Saxon period through Modernism. Students will gain familiarity with important authors and works from each period of British history. Students will also gain an insight into the changes in style and topic as reflected in the works of successive periods. More significantly, they will learn to recognize the period of a work by its style and be able to infer key ideas about the work from its chronological placement. Prerequisite: ENG 101 and a 100-level literature course, or permission of instructor. 3 Cr

**ENG 327 Masterpieces of American Literature**

In this course students encounter the many faces of American literature. Selected works come from the colonial to the contemporary period of the United States by major writers from different backgrounds and points of view. Special emphasis rests on the multicultural nature of the American experience, and course readings reflect this diversity. This survey will typically be organized around a topic or theme - such as revolutionary struggle, iconoclasm, or the construction of the self. Students will explore readings in terms of artistry as well as impact on history - how the culture of the book in the United States shapes perceptions and gives a voice to collective goals. Learning activities may include community service as well as close readings, discussion, and formal and informal writing. Prerequisite: ENG 101 and a 100-level literature course, or permission of instructor. 3 Cr

**ENG 330 A Sense of Place**

A course offering students the opportunity to participate in a program emphasizing study and travel. Periodic trips have been planned to American or European locales in order that participants gain a better understanding of historic events and/or the people associated with these locales. 1 - 3 Cr

**ENG 353 Poetry Writing: Intermediate**

Follows ENG 232 Techniques of Poetry in the creative writing sequence and is intended for those students interested in pursuing the art of poetry writing. The course will function as a workshop or writer's group, in which both assigned exercises and works-in-progress by each student are read and critiqued by the other writers in the class and by the instructor. In addition, as class interest and need dictates, blocks of time may be devoted to lecture and/or discussion of the tools of prosody, particularly as they relate to the students' own writing. 3 Cr

**ENG 371 Intermediate Creative Writing Workshop**

Intermediate Creative Writing serves as a workshop for writers at the intermediate level. The course, interdisciplinary in its approach, involves writers working in a variety of genres in order to improve their expertise in the genre of their choice. Like Advanced Creative Writing, any given class may include novelists, short story writers, poets, screenwriters and writers of creative non-fiction. Prerequisite: ENG 210 or permission of instructor. 3 Cr

**ENG 441 Professional Project**

This course, which runs as a directed study, may be a senior thesis in literary studies, an advanced project in creative writing, an internship or other pre-professional experience, or an advanced book arts project. Prerequisite: Successful completion of Junior-Year Portfolio Review. 3 Cr

**ENG 442 Senior Project**

This course, which runs as a directed study, may be a senior thesis in literary studies, an advanced project in creative writing, an internship or other pre-professional experience, or an advanced book arts project. All students completing an advanced writing project will be required to form a faculty committee before the beginning of the semester. Prerequisite: Successful completion of Junior-Year Portfolio Review. 3 - 6 Cr

**ENG 451 Chaucer**

An in-depth study devoted to the close examination of Chaucer's major works. Students will build on their previous knowledge of Chaucer, medieval culture, and literary theory, especially in their completion of an in-depth research project. Students will also learn to read Chaucer's language and appreciate his importance in the development of English literature. Prerequisite: 6 cr of 300-level English courses or permission of instructor. 3 Cr

**ENG 453 Shakespeare**

An upper-level seminar devoted to the close examination of Shakespeare's works, culture, and influence. Students will build on their previous knowledge of Shakespeare, early modern culture, and literary theory, especially in their completion of an in-depth research project. Prerequisite: 6 cr of 300-level English courses or permission of instructor. 3 Cr

**ENG 459 Major Literary Figures**

A seminar involved with an in-depth study of a major literary figure and the social, aesthetic, intellectual

milieu surrounding his or her work. Students will build on their previous knowledge of these major figures, literary theory, and the culture of their era, especially in their completion of an in-depth research project. May be taken more than once for credit. Prerequisite: 6 cr of 300-level English courses or permission of instructor. 3 Cr

#### **ENG 471 Advanced Creative Writing Workshop**

A workshop for writers at an advanced level. The course is interdisciplinary in scope. Participants work in a variety of genres. Any given class might include novelists, short story writers, poets, playwrights, screenwriters, and writers in creative nonfiction. Students will submit work on a regular basis for class critiquing and will read and critique the work of others in the class. Some work submitted might include revised versions of previously submitted work. Prerequisite: 300-level writing course or permission of instructor. 3 Cr

#### **ENV 102S Atlantic Salmon Conservation Projects**

Students in this course work with local watershed councils, state and federal agencies in the recovery of the endangered Atlantic salmon. As part of these projects, students will learn about the life history of the Atlantic salmon, its freshwater environment, the threats to its survival, and the processes underway to facilitate its recovery. Students learn how to measure water quality parameters, assess salmonid habitat, and the use of macroinvertebrates as biological indicators of water and habitat quality. Students may take the course more than once for additional credit with permission of the instructor. 2 Cr

#### **ENV 103 Oceanography**

This interdisciplinary course is an introduction to a variety of physical, chemical, geological and biological aspects of marine and oceanic environments. In particular, we will examine how physical processes shape biological patterns and interactions in the oceans. Students will become familiar with local benthic and pelagic marine communities, their ecology and their animals and plants. Topics will include ocean circulation, larval biology, plate tectonics, formation of ocean basins, ocean structure and chemistry, waves, tides, biology of marine life, food webs, productivity, ecology of marine communities and human effects on the oceans. Through the process of scientific inquiry, students will learn to recognize patterns, formulate and test hypotheses and collect data in the field and laboratory using a variety of hands-on oceanographic techniques. Prerequisite: MAT 12, or permission of instructor. 4 Cr

#### **ENV 111 Natural Resource Ecology**

A general introduction to the natural resources of the United States and a specific introduction to the natural resources of Maine. Particular emphasis is placed upon development of an understanding that natural resources are extracted from ecological systems and, because of this, that long-term, sustained use of natural resources is subject to the constraints imposed by ecosystem structure and function. Historical patterns of natural resource development and utilization are examined within the context of social demand and economic forces. Natural resources considered include marine and freshwater fisheries, groundwater resources, wetlands, forest products, wildlife, natural resources used for energy production, and wild blueberry cultivation. Laboratories have a field trip format and are focused on studies of natural resource management, harvesting, and processing in Washington County. Lecture 3 hours, laboratory 4 hours. 4 Cr

#### **ENV 112 Environmental Issues**

A writing-intensive course providing an introduction to the broad areas of concern in environmental studies. Topics of consideration include an overview of ecosystems; population growth of plants, animals and humans; species extinction and preservation; natural resource use and conservation; air, water, and soil pollution and control; agriculture and world food production; 'pest' control; solid waste production and disposal. Prerequisite: ENG 101, or permission of instructor. 3 Cr

#### **ENV 114 Environmental Studies: Issues & Actions**

The course is a project-based course designed to enable students to participate in an environmental hands-on learning experience. The project will vary from year to year. Students will be expected to work in teams and help design, implement and report on their project. Interim project reports, oral discussions/presentation and an overall final presentation are requirements of the course. The course may be taken multiple times for credit. Students will enroll in the section that corresponds to their academic standing. There will be increasing responsibility and expectations as the course number increases. 1 - 2 Cr

#### **ENV 201 Special Topics in Environmental Studies**

A seminar providing in-depth study of a selected topic of environmental concern. Examples of topics include environmental toxicology, conservation ecology, patterns in world population growth, the limits to growth, world hunger and food production,

global issues in ecology, solid waste disposal, and methods of environmental education. Since the topics studied change each year, students may enroll in the course more than once for a maximum of 9 cumulative cr. Prerequisite: BIO 245, ENV 112, or permission of instructor. May be offered pass/fail at option of instructor. 2 - 3 Cr

#### **ENV 212 Atlantic Salmon Conservation Projects**

Students in this course work with local watershed councils, state and federal agencies in the recovery of the endangered Atlantic salmon. As part of these projects, students will learn about the life history of the Atlantic salmon, its freshwater environment, the threats to its survival, and the processes underway to facilitate its recovery. Students learn how to measure water quality parameters, assess salmonid habitat, and the use of macroinvertebrates as biological indicators of water and habitat quality. Students may take the course more than once for additional credit with permission of the instructor. Prerequisite: ENV 102. 2 Cr

#### **ENV 213 Environmental Ethics & Values**

This course exposes students to the deeper philosophical questions related to many of the more important environmental and ecological issues, including an examination of the historical and spiritual aspects of these questions. Students explore and discuss their own values related to the natural environment and ecological issues, and examine their values as they relate to other viewpoints. They examine such basic topics as human's role in nature, our stewardship of Earth, and our connection with the natural environment through a sense of place. Prerequisite: ENG 101; ENV 112 is also recommended. 3 Cr

#### **ENV 214 Environmental Studies: Issues & Actions**

The course is a project-based course designed to enable students to participate in an environmental hands-on learning experience. The project will vary from year to year. Students will be expected to work in teams and help design, implement and report on their project. Interim project reports, oral discussions/presentation and an overall final presentation are requirements of the course. The course may be taken multiple times for credit. Students will enroll in the section that corresponds to their academic standing. There will be increasing responsibility and expectations as the course number increases. 1 - 2 Cr

#### **ENV 220 Special Topics in Field Ornithology**

A course, or series of courses, on a variety of topics for birdwatchers, amateur and professional ornithologists, and others interested in the lives of birds in their natural habitats. May be repeated for credit with different topics. Students should enroll at a level consistent with their ornithological experience. May be offered pass/fail at option of instructor. 2 - 3 Cr

#### **ENV 224 Scientific Writing & Presentation**

Students in this course will further develop their communication skills primarily by focusing on environmental topics. They will strive to be both skillful consumers and providers of scientific and technical information related to environmental issues, problems and solutions. Each semester the course will focus on one or two themes or projects. Students will need to read and interpret the primary literature to establish the current understanding of the field, perform a limited study of their own and finally present their findings. Students will compare how information is presented to a lay audience versus the scientific community and practice the skill themselves. Students will make presentations to both scientific and lay audiences. There will be a one-hour lecture and two-hour lab/discussion period each week. Prerequisite: ENG 101 and SPE 104, or permission of instructor. 2 Cr

#### **ENV 226 Undergraduate Research in Environmental Studies**

The objective of this course is for the student to conduct an original research project under the supervision of a faculty member. The student will work in consultation with a research advisor to develop a research plan and undertake an environmentally related research project. A final written report is required. A grade of pass or fail is awarded. Course may be taken multiple times for credit. Prerequisite: Approval by a research advisor. 1 - 2 Cr

#### **ENV 301 Special Topics in Environmental Studies**

A seminar providing in-depth study of a selected topic of environmental concern. Examples of topics include environmental toxicology, conservation ecology, patterns in world population growth, the limits to growth, world hunger and food production, global issues in ecology, solid waste disposal, and methods of environmental education. Since the topics studied change each year, students may enroll in the course more than once for a maximum of 9 cumulative cr. Prerequisite: BIO 245, ENV 112, or permission of instructor. May be offered pass/fail at option of instructor. 2 - 3 Cr



**ENV 305 Research Seminar**

This course is designed to allow students to assimilate the multiple aspects of independent research in a group setting. There are six primary components of the course: 1) review of primary literature pertinent to the project, 2) presentations by invited experts in the field, 3) discussion of stakeholder perspectives and options for effective communication of data, 4) training and education on new technologies and techniques, 5) student presentations (data presentation and summary will be required) and 6) open discussion and troubleshooting of individual research projects. The specific research topics addressed will change as the focus of the various research projects changes. This course can be taken multiple times. Co-requisites: Participation in a research project, such as Undergraduate Research in Environmental Studies, an Independent Study research project, or permission of instructor. 1 Cr

**ENV 312 Atlantic Salmon Conservation Projects**

Students in this course work with local watershed councils, state and federal agencies in the recovery of the endangered Atlantic salmon. As part of these projects, students will learn about the life history of the Atlantic salmon, its freshwater environment, the threats to its survival, and the processes underway to facilitate its recovery. Students learn how to measure water quality parameters, assess salmonid habitat, and the use of macroinvertebrates as biological indicators of water and habitat quality. Students may take the course more than once for additional credit with permission of the instructor. Prerequisites: ENV 212. 2 Cr

**ENV 314 Environmental Studies: Issues & Actions**

The course is a project-based course designed to enable students to participate in an environmental hands-on learning experience. The project will vary from year to year. Students will be expected to work in teams and help design, implement and report on their project. Interim project reports, oral discussions/presentation and an overall final presentation are requirements of the course. The course may be taken multiple times for credit. Students will enroll in the section that corresponds to their academic standing. There will be increasing responsibility and expectations as the course number increases. 1 - 2 Cr

**ENV 320 Special Topics in Field Ornithology**

A course, or series of courses, on a variety of topics for birdwatchers, amateur and professional ornithologists, and others interested in the lives of

birds in their natural habitats. May be repeated for credit with different topics. Students should enroll at a level consistent with their ornithological experience. May be offered pass/fail at option of instructor. 2 - 3 Cr

**ENV 326 Undergraduate Research in Environmental Studies**

The objective of this course is for the student to conduct an original research project under the supervision of a faculty member. The student will work in consultation with a research advisor to develop a research plan and undertake an environmentally related research project. A final written report is required. A grade of pass or fail is awarded. Course may be taken multiple times for credit. Prerequisite: Approval by a research advisor. 1 - 2 Cr

**ENV 401 Special Topics in Environmental Studies**

A seminar providing in-depth study of a selected topic of environmental concern. Examples of topics include environmental toxicology, conservation ecology, patterns in world population growth, the limits to growth, world hunger and food production, global issues in ecology, solid waste disposal, and methods of environmental education. Since the topics studied change each year, students may enroll in the course more than once for a maximum of 9 cumulative cr. Prerequisite: BIO 245, ENV 112, or permission of instructor. May be offered pass/fail at option of instructor. 2 - 3 Cr

**ENV 414 Environmental Studies: Issues & Actions**

The course is a project-based course designed to enable students to participate in an environmental hands-on learning experience. The project will vary from year to year. Students will be expected to work in teams and help design, implement and report on their project. Interim project reports, oral discussions/presentation and an overall final presentation are requirements of the course. The course may be taken multiple times for credit. Students will enroll in the section that corresponds to their academic standing. There will be increasing responsibility and expectations as the course number increases. ENV 414 is the capstone course for the Environmental Studies program. Students in ENV 414 will be expected to take a leadership role in the class project and to write a significant paper that incorporates primary literature pertinent to the project. 1 - 2 Cr

**ENV 420 Special Topics in Field Ornithology**

A course, or series of courses, on a variety of topics for birdwatchers, amateur and professional ornithologists, and others interested in the lives of birds in their natural habitats. May be repeated for credit with different topics. Students should enroll at a level consistent with their ornithological experience. May be offered pass/fail at option of instructor. 2 - 3 Cr

**FIA 103 First-Year Seminar**

This course is an introduction to the interdisciplinary fine arts, and, as such, it services to introduce the first-year IFA students to the various arts in the program and the interrelationships between and among them. Through a series of creative activities, reading, writing, presentations, and arts events, students will come to an understanding of the technologies and methodologies through which these arts are created and appreciated. 1 - 3 Cr

**FIA 213 Sophomore Seminar**

This course will build both on the First-Year Seminar and students' ongoing work in the Interdisciplinary Fine Arts program. Students will continue their active exploration of the interdisciplinary fine arts, as they collaborate in improvisational and formal arts productions, and continue to develop an understanding of the technologies and methodologies through which these arts are created and appreciated. Program faculty will direct students to submit a portfolio of creative work and a written reflective narrative for assessment. Prerequisite: FIA 103 or sophomore standing. 3 Cr

**FIA 219 Special Topics in Interdisciplinary Fine Arts**

These courses will allow for further study in special fields within the fine arts. With an emphasis on interdisciplinary approaches, students will come to understand more fully a specific field or approach to the arts, to demonstrate the practical applications of this field of knowledge, to carry out appropriate research on limited subjects within the field, and to work in a collaborative atmosphere of creative expression. 1 - 3 Cr

**FIA 319 Special Topics in Interdisciplinary Fine Arts**

These courses will allow for further study in special fields within the fine arts. With an emphasis on interdisciplinary approaches, students will come to understand more fully a specific field or approach to the arts, to demonstrate the practical applications of this field of knowledge, to carry out appropriate research on limited subjects within the field, and to

work in a collaborative atmosphere of creative expression. 1 - 3 Cr

**FIA 323 Junior Seminar**

This course will build both on the earlier Interdisciplinary Fine Arts seminars and students' ongoing work in the BAIFA program. Students will continue with their active exploration of the interdisciplinary fine arts, as they collaborate in improvisational and formal arts productions, and continue to develop an understanding of the technologies and methodologies through which these arts are created and appreciated. In addition, juniors will begin preparations for their Senior Seminar and Senior Project. Prerequisite: FIA 213 or junior standing. 3 Cr

**FIA 400 Senior Seminar**

Senior Seminar offers students the opportunity to reflect on their learning and to share what they have learned with others in the program. The Senior Seminar prepares students for the Senior Project. The purpose of the Senior Seminar is threefold: (1) to provide an opportunity for students to assess their learning; (2) to provide an opportunity for the program to assess its effectiveness; (3) to provide an opportunity through their reflections for students to share their experiences with others. The primary activity of the Senior Seminar is a portfolio review and assessment. Students will gather their work from their courses into a portfolio and write a narrative that will suggest the objectives they have reached and how they have reached them through a combination of courses and experiences. They will also use the Senior Seminar as a place to propose and justify their Senior Projects as an outgrowth and culmination of their learning. While students will work independently with a mentor from their concentration on the portfolio, all those enrolled in Senior Seminar will meet periodically to discuss common experiences and readings. They will share their portfolios with each other and make a formal presentation of their proposed culminating project. Finally, they will engage in a series of reflections upon the shape and usefulness of the program, which become part of the assessment for the program. Prerequisite: junior or senior standing in the program. 3 Cr

**FIA 419 Special Topics in Interdisciplinary Fine Arts**

These courses will allow for further study in special fields within the fine arts. With an emphasis on interdisciplinary approaches, students will come to understand more fully a specific field or approach to the arts, to demonstrate the practical applications of

this field of knowledge, to carry out appropriate research on limited subjects within the field, and to work in a collaborative atmosphere of creative expression. 1 - 3 Cr

#### **FIA 460 Senior Project**

The capstone course in the Interdisciplinary Fine Arts Program. Students design and produce a significant work or presentation that meets the professional standards demanded of one working independently as an artist in the community. A faculty mentor will work closely with the student. Students will also meet with a committee composed of 3 faculty members or visiting artists. Prerequisite: FIA 400 or permission of instructor. Students should have completed a proposal in Senior Seminar and have acquired a mentor and a committee. 3 Cr

#### **FYS 101 First-Year Seminar**

This course is intended to be an orientation to the academic community at UMM. The course will introduce students to the mission of UMM and our vision of the campus's role in Downeast Maine and beyond, will help them integrate into the UMM community as they build relationships with peers and with faculty/staff and will provide knowledge and skills useful in making a successful transition to college life in Machias. 1 Cr

#### **GEO 101 Intro to Geography**

A course designed to introduce the student to world regional geography by studying developed and developing realms. Also surveyed are topical or systematic fields including geomorphology, climatology, geography of development, and urban, historical, economic, cultural, medical, population, resource and political geography. 3 Cr

#### **GEY 111 Physical Geology**

An introduction to the geological sciences with particular reference to Downeast Maine. Using local and regional examples, concepts in tectonics, paleontology, mineralogy, and other geological topics are addressed. Remote sensing, GIS, and other mapping technologies are introduced and applied. The connections between geology and ecology are recurrent themes in the course giving students the tools to appreciate the significance of geological processes in shaping the environment. Two weekly class discussions with alternating lab sessions and Saturday field trips to nearby geological attractions provide opportunities for students to develop both observation and interpretation skills. Prerequisite: MAT 12 or MAT 102. 4 Cr

#### **GIS 201 Special Topics in Geographic Information Systems (GIS)**

This special topics course gives students hands-on experience using the procedures, hardware, and software of GIS including the following: designing a field study; gathering and storing various forms of GIS data; data management, manipulation, summarization and analysis; presentation of results. Specific offerings will permit the students to participate in studies of a variety of regional sites or areas of interest, such as the Roosevelt International Park on Campobello Island, coastal trail systems of Downeast Maine, etc. Whenever possible the specific topic will be designed and coordinated with local regional agencies. Prerequisite: permission of instructor. 2 - 3 Cr

#### **GIS 204 Introduction to Global Positioning System**

Students will gain a knowledge of the Global Positioning System, using handheld receivers in the field to navigate and gather local information and entering the data into a computer to make maps. Topics to be covered include the basic principles of the technology, uses of GPS, sources of error, methods used to minimize error and prevent data loss, basic geodesy related to GPS and basic mapping software. Students will do several outdoor, hands-on activities with handheld Garmin and Trimble receivers, as well as mapping activities in the laboratory. They will be assessed on their laboratory worksheets, quizzes and a simple service project. Prerequisites: Basic knowledge of Microsoft Windows. Experience with spreadsheets and high school algebra are helpful. 1 - 2 Cr

#### **GIS 230 Geographic Information Systems (GIS) Applications I**

Understanding the fundamentals of a GIS through lecture, readings and computer activities. Students will learn to use a specific GIS software system and to define and complete a simple GIS project using existing data. This computer-intensive course includes a detailed discussion of what a GIS is, why GIS is being increasingly used today, sample applications, basic map concepts, how geographic and descriptive data are stored in the computer, and the steps in a typical GIS project. Project discussions will focus on defining project objectives, building and managing the digital database, identifying the needed data, locating and acquiring the data in digital form, performing the analysis, and presenting results. Prerequisite: knowledge of Windows recommended. 4 Cr

### **GIS 301 Special Topics in Geographic Information Systems (GIS)**

This special topics course gives students hands-on experience using the procedures, hardware, and software of GIS including the following: designing a field study; gathering and storing various forms of GIS data; data management, manipulation, summarization and analysis; presentation of results. Specific offerings will permit the students to participate in studies of a variety of regional sites or areas of interest, such as the Roosevelt International Park on Campobello Island, coastal trail systems of Downeast Maine, etc. Whenever possible the specific topic will be designed and coordinated with local regional agencies. Prerequisite: permission of instructor. 2 - 3 Cr

### **GIS 312 Municipal Applications of Geographic Information Systems**

This hands-on course provides the basic skills needed to use geographic information systems software, data and analysis to manage municipal land records, support decision-making in local government and create zoning maps. Students will primarily use ArcGIS software, the industry standard; the class will also explore low- and no-cost GIS software appropriate for municipal applications. Students complete a service project for a real-world client, applying course skills and content. The class will include streaming lectures, hands-on lab exercises and real-world assignments and projects. Students must have a computer that meets or exceeds the system requirements for ArcGIS software and has a broadband internet connection, or they must do required exercises and assignments in the laboratory. A one-year student software license is provided. Prerequisite: GIS 230, or permission of instructor. 3 Cr

### **GIS 330 Geographic Information Systems Applications II**

This is an intermediate course for students who have had some introduction to GIS. The course focuses on grid-based data models for visualization, modeling and analysis. Assessment will be based on problem sets, lab work and a final project. Readings, assignments, activities and discussions will cover: the raster data model, generating and working with grid data, georeferencing images and grids, basic remote sensing technologies, visualizing raster data sets, interpolation methods for generating continuous surface data, mathematical operations with grid data for spatial analysis, map algebra and grid-based modeling, basic modeling, evaluating and documenting error and uncertainty, ethics and accountability in spatial analysis, modeling and

visualization. Prerequisite: GIS 230 GIS Applications I or permission of instructor. 4 Cr

### **GIS 401 Special Topics in Geographic Information Systems (GIS)**

This special topics course gives students hands-on experience using the procedures, hardware, and software of GIS including the following: designing a field study; gathering and storing various forms of GIS data; data management, manipulation, summarization and analysis; presentation of results. Specific offerings will permit the students to participate in studies of a variety of regional sites or areas of interest, such as the Roosevelt International Park on Campobello Island, coastal trail systems of Downeast Maine, etc. Whenever possible the specific topic will be designed and coordinated with local regional agencies. Prerequisite: permission of instructor. 2 - 3 Cr

### **GIS 420 Remote Sensing & Image Analysis**

This course introduces remote sensing technologies used in mapping, with an emphasis on satellite imagery. Using industry standard software and imagery, students learn basic image analysis for oceanographic modeling, land cover change detection, climate analysis and similar applications. The course combines lecture, discussion and mapping exercises which cover the remote sensing technologies and image formats, the physics of light and optics, potential sources of error, analytical methods and applications of remote sensing in a variety of fields. The semester culminates in a final project. Prerequisites: GIS 230 and GIS 330, or permission of instructor. 4 Cr

### **GIS 424 Advanced Projects in Geographic Information Systems**

Students pursue individual, advanced service-learning or advanced academic projects in GIS, meeting in class for critiques, trouble-shooting labs and seminars relevant to project topics or methods. Project topics may vary widely. Students will be expected to work closely with a community or faculty client to assess and respond to their needs, answer questions and provide them with maps, data and documentation. Through this work, students learn to plan, manage, execute and document a multi-faceted GIS project, and acquire skills with direct applications to their future careers. Prerequisites: GIS 230 and GIS 330, or permission of instructor. 4 Cr

### **GIS 426 Community Applications in Geographic Information Systems**

Students work together under the instructor's guidance for a single community client to perform a professional-quality service project using geographic information systems (GIS) as a decision-support and planning tool. Projects might include a town's comprehensive plan, environmental conservation planning, economic development, recreation planning, emergency response management or similar applications where GIS can assist communities in setting priorities, making choices or planning for the future. Students will be expected to work closely with clients and/or community residents to assess and respond to their needs, answer questions and provide them with maps, data and documentation. In most cases, students will present their findings to the clients or their constituents. Through this work, students learn to plan, manage, execute and document a multi-faceted GIS project, skills with direct applications to the workforce. Prerequisites: GIS 230 and GIS 330, or permission of instructor. 4 Cr

### **GIS 428 Web-Based Maps, Applications & Services**

This is a practical and applied course covering design and delivery of web and mobile maps and applications, fundamentals of online databases, hosting and serving data and map services and basics of server management. The course will cover a variety of software and server providers, including Esri, Google and open source, focusing mainly on those with the greatest market share and practical value in the workplace. Students will work with services and cloud services in the course, which culminates in a real-world service project. Prerequisite: GIS 230 and GIS 330, or permission of instructor. 3 Cr

### **GIS 429 Geographic Information Systems Internship**

Geospatial technology is now embedded in nearly every field and discipline using a wide array of applications. Increasingly, employers expect practical skills in applying geospatial tools to solve real-world problems. This course provides students with experience working with geospatial data, software, hardware and techniques in the workplace. Interns apply for positions (paid or unpaid) in a work site outside the traditional classroom environment to conduct projects using geospatial technology required for the internship. Academic credit for an approved work experience is determined by the student's faculty sponsor and the university coordinator after an examination of the following criteria: nature of

the work to be performed, the proposed learning objectives, the number of weeks involved and the anticipated hours per week. Students must apply to the coordinator for cooperative education/internship before registering for the class. Students must log 120 hours to earn the required three credits and must demonstrate satisfactory performance and application of geospatial technology via a student report on the internship experience and supervisor evaluation and documentation. Prerequisites: GIS 230, acceptance by internship supervisor and approval by GIS director and director of cooperative education/internships. GIS 330 or GIS 312 is recommended. 3 Cr

### **GIS 431 Introduction to Geostatistics**

This course introduces the basic principles of geostatistics, including descriptive statistics such as variance and covariance, spatial autocorrelation, distribution and dispersion and spatial trends. Students will also learn advanced methods of estimation with spatial interpolation, as well as methods for analyzing error and uncertainty. The course combines lectures, discussion and laboratory exercises. Students are assessed on problem sets and a simple final project. Prerequisites: GIS 230, GIS 330 and MAT 215, or permission of instructor. 4 Cr

### **HEA 215 Medical Terminology**

This course is devoted to a study of medical terminology. Students gain the ability to understand complex medical terms. Students will be introduced to medical terminology by using prefixes, combining forms and suffixes. Spelling and pronunciation will also be emphasized. 3 Cr

### **HON 220 Soliya: Cross-Cultural Communication**

Soliya's Connect Program is a unique cross-cultural education program that enables college students in the US and predominantly Muslim countries in the Middle East to collaboratively explore the relationship between the US and Muslim World with the aim of improving intercultural awareness and understanding. Participating students from across the globe literally see and hear one another in a rich and intimate online environment utilizing the latest in videoconferencing and online collaboration technology. Recognizing the profound role of media in shaping young adults' perceptions of other cultures, Soliya trains participating students to create and exchange video segments illustrating their perspectives on world events. Prerequisite: Sophomore standing and GPA of 3.0 or better, or permission of instructor. 3 Cr

**HON 312 Soliya Advanced Projects**

Activities are designed to enable students to further expand upon skills they began to develop through their participation in the initial Soliya Connect program. Participating students will only be working on one of the following projects at a time. They will be able to participate again in another project if chosen. Each program will involve a small number of US and Middle Eastern students communicating regularly through the videoconferencing application used for the Connect program. Currently the advanced projects include facilitation training, collaborative video project, and student leadership/developing cooperative actions, each led by highly skilled educators within each field. Prerequisite: Sophomore standing, GPA of 3.0 or better, C or better in HON 220, or permission of instructor. 1 - 3 Cr

**HTY 103 American History to 1865**

This course is a broad survey of American history from the colonial era through the Civil War. Native-American encounters with Europeans, Southern slavery, religious revivals, reform efforts, and the course of democracy are all featured in this course. 3 Cr

**HTY 104 American History Since 1865**

This semester covers developments in United States history from the end of the Civil War to current times. Immigrant experiences, industrialism, reform efforts, wars, economic turmoil, civil rights, and current issues are explored in this half of the survey. 3 Cr

**HTY 115 World History to 1500**

The first half of the world history sequence covers the time from the first emergence of Homo Sapiens to the establishment of regular, ongoing, contact between the Americas, Europe, Africa, and Asia. This lengthy period saw the biological development and worldwide dispersal of human beings, the emergence of agriculture, cities, writing, organized religions, complex social organization and political institutions, and the creation of distinct cultural traditions. The course features cultural interactions and comparisons. 3 Cr

**HTY 116 World History since 1500**

The second semester of the sequence examines world history from the 16th century to the present. This much shorter period saw enormous increases in trade, cultural, political and military interaction among all regions of the world. A major theme of this era is colonialism, the rise of European state, economic,

and cultural power, and the reactions of the non-Western world to that power. 3 Cr

**HTY 122 American History for Elementary Teachers**

This course is designed to provide sufficient content for pre-service elementary teachers so that they can effectively incorporate a broad understanding of the majors events, themes and eras of American history into the elementary school curriculum. Students will also acquire important analytical skills and an understanding of historical concepts related to American culture and society. The course is required for all Elementary Education majors. Prerequisite: ENG 101 and HTY 115 or 116, or permission of instructor. 3 Cr

**HTY 219 Topics in History**

The topic of this course varies in response to student interest and faculty availability and expertise. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 250 History of China**

Rather than identify one China, this course aims to assemble as many disparate elements of the Chinese past as possible, thereby complicating what is otherwise simplified as the world's longest continuous "civilization." One of the central themes is the question of daily life, or the lived experience of different groups within Chinese society. Focusing on issues of daily life will allow us to avoid imagining China as a monolithic structure marked only by a succession of dynasties and gain a better insight into the tensions that have formed Chinese society. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 252 History of South Asia**

This course provides an introduction to the cultures of South Asia, which includes the modern countries of India, Pakistan, Bangladesh, Sri Lanka, Afghanistan and Nepal. By focusing on cross-cultural interactions, we will explore the dynamism that marks South Asian cultures. Topics include early Indian cultures; Hinduism, Buddhism and other religions; the impact of Islam on India; British imperial rule of India; the growth of Indian nationalism and the impact of Gandhi, Nehru and other key individuals in the Nationalistic movement; post-Independence development and the problems of India in a complex regional and global context. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 301 Maine and Local History**

A chronological survey of Maine's economic, cultural, and political life from prehistory to the present. Themes include the impact of national developments on Maine, the role of location and physical environment in shaping life here, and sources of internal tension and division. Independent research on local history is a major component of the course. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 307 American Economic History**

An examination of the development and growth of the United States economy from Native American settlements to the present. Topics include sectoral history (finance, transport, maritime, etc.), the economics of war and slavery, the depression, post-war policies and prospects for the future. 3 Cr

**HTY 311 Medieval Europe**

This course examines aspects of the civilization that developed in Europe between the fall of the Western Roman Empire in the 5th century C.E. and the beginning of the modern world in the 16th century. Topics include encounters with Vikings, Muslims, and the Byzantine Empire as well as the emergence of key institutions such as the Roman Catholic Church, feudalism, monarchy and the state, peasant society, towns, trade, and universities. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 316 The Age of the French Revolution**

This course considers the French Revolution both as the culmination of the 18th century—a period of rapid economic, social, and intellectual change—and as a major source of 19th- and 20th-century ideologies, myths, and political struggles. We will examine the course of the Revolution and its cultural representation as well as its causes and impact. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 320 Topics in History**

This course is organized around a particular theme or issue that spans different times and locations. The course, which may be taken more than once, allows students to pursue the study of topics not covered in-depth in other courses. Recent offerings have included Tyrannies of the Twentieth Century, Comparative Slavery, and the British Empire. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 321 World Environmental History**

World Environmental History is an upper-level seminar that explores human and environmental connections in a variety of societies. The course further explores the material, social and cultural significance of those connections. It is not a traditional survey course, nor does it aim to be comprehensive; rather the course offers a broad examination of the subject with specificity derived from case studies, research projects and scholarly articles. World Environmental History explores human interactions with their environment over time and in different places. Prerequisite: ENG 101 and either HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 324 World War One and the 20th Century**

This course uses the study of World War One to explore larger issues in 20th-century life. We will consider pre-war European society, diplomacy and the outbreak of the war, the combat experience, experience at the home fronts, the transformation of the state, global impact, the peace settlement, and the struggle over the war's meaning and how to commemorate it. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 330 A Sense of Place**

A course offering students the opportunity to participate in a program emphasizing study and travel. Periodic trips have been planned to American or European locales in order that participants gain a better understanding of historic events and/or the people associated with these locales. 1 - 3 Cr

**HTY 340 History of the Social Sciences**

This class explores the emergence and development of the academic disciplines anthropology, psychology, and sociology. Through close readings of classic texts by European and American thinkers such as John Locke, Jean-Jacques Rousseau, Adam Smith, Charles Darwin, Karl Marx, William James, Jane Addams, Max Weber, and Sigmund Freud, the course explores attempts to apply the methods of science to human behavior. In part a history of ideas, the course is attentive to how the broader historical context shaped thinkers and to the development of the institutions that nurtured them. Why did the social sciences emerge when and as they did? Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

**HTY 351 Topics in American Colonial History**

Topics in Colonial American History provides an in-depth exploration of an issue or development pertinent to Colonial Americans between the

encounters of the 16th century and the time of the American Revolution. Topics might include Indian-White relations, American identity, regional patterns, religions, or early society. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

### **HTY 352 Topics in 19th-Century American History**

Topics in 19th-century American History focuses on specific trends and issues relevant to the period. Topics could include Civil War and Reconstruction, popular culture, reform efforts, class and labor issues, race and ethnicity, or religious and intellectual developments. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

### **HTY 353 Topics in Modern American History**

Topics in Modern American History examines themes emerging over the course of the American 20th century. Topics might include the nation's rise to global power, immigration, war and society, social movements, the role of government, or changes in the family. Prerequisite: HTY 115 or HTY 116, or permission of instructor. 3 Cr

### **HTY 400 Historiography**

This course explores the practice of the craft of history from the ancient Greeks to postmodernism. We discuss how and why people have thought about, investigated, and used the past, as we explore changing ideas of the purpose, value, meaning, and method of historical inquiry. Prerequisite: junior or senior history major, or permission of instructor. 3 Cr

### **HUM 113 Introduction to Humanities**

Introduction to representative works across the humanities: literature, visual art, music, theater, and philosophy. Though the major emphasis falls on literature, half of the class focuses on the other disciplines. With primary interest in the Western tradition, non-Western cultures will also be examined. Students will investigate the ways works speak for and against the times that created them. The study promotes independent thinking skills and cultivates careful communication. Prerequisite: ENG 101, or permission of instructor. 3 Cr

### **IND 301 Independent Study and/or Research**

This course allows students the opportunity to pursue in depth or in alternative ways areas of study not otherwise readily available. Students contemplating such an approach must consult with their faculty advisors well in advance of the development of a prospectus, which should outline the purpose of the study and describe the proposed learning outcomes,

methodology, and evaluation techniques. An approved application for independent study must be filed with the Registrar's Office at the time of registration for courses. The student may enroll in only one such course per semester and may accumulate a total of 12 cr toward a degree through independent study. Exceptions to these restrictions may be made with the approval of the Vice President for Academic Affairs. May be taken pass/fail at the option of instructor. Applicants must have at least junior standing in a degree program with a cumulative grade point average of 3.0 or above in their major. .5 - 4 Cr

### **IND 302 Independent Study and/or Research**

This course allows students the opportunity to pursue in depth or in alternative ways areas of study not otherwise readily available. Students contemplating such an approach must consult with their faculty advisors well in advance of the development of a prospectus, which should outline the purpose of the study and describe the proposed learning outcomes, methodology, and evaluation techniques. An approved application for independent study must be filed with the Registrar's Office at the time of registration for courses. The student may enroll in only one such course per semester and may accumulate a total of 12 cr toward a degree through independent study. Exceptions to these restrictions may be made with the approval of the Vice President for Academic Affairs. May be taken pass/fail at the option of instructor. Applicants must have at least junior standing in a degree program with a cumulative grade point average of 3.0 or above in their major. 1 - 3 Cr

### **IND 401 Independent Study and/or Research**

This course allows students the opportunity to pursue in depth or in alternative ways areas of study not otherwise readily available. Students contemplating such an approach must consult with their faculty advisors well in advance of the development of a prospectus, which should outline the purpose of the study and describe the proposed learning outcomes, methodology, and evaluation techniques. An approved application for independent study must be filed with the Registrar's Office at the time of registration for courses. The student may enroll in only one such course per semester and may accumulate a total of 12 cr toward a degree through independent study. Exceptions to these restrictions may be made with the approval of the Vice President for Academic Affairs. May be taken pass/fail at the option of instructor. Applicants must have at least junior standing in a degree program with a



cumulative grade point average of 3.0 or above in their major. 1 - 6 Cr

#### **IND 402 Independent Study and/or Research**

This course allows students the opportunity to pursue in depth or in alternative ways areas of study not otherwise readily available. Students contemplating such an approach must consult with their faculty advisors well in advance of the development of a prospectus, which should outline the purpose of the study and describe the proposed learning outcomes, methodology, and evaluation techniques. An approved application for independent study must be filed with the Registrar's Office at the time of registration for courses. The student may enroll in only one such course per semester and may accumulate a total of 12 cr toward a degree through independent study. Exceptions to these restrictions may be made with the approval of the Vice President for Academic Affairs. May be taken pass/fail at the option of instructor. Applicants must have at least junior standing in a degree program with a cumulative grade point average of 3.0 or above in their major. 1 - 3 Cr

#### **INT 200 Interdisciplinary Studies**

Interdisciplinary studies offer models of how informed people educate themselves by examining ideas, issues, and values through gathering, analyzing, and integrating new information; and through recognizing their own and others' assumptions with discernment and sympathy. The course exposes students to a variety of disciplines outside their own specialties. It introduces students to a diversity of views, peoples, and ideas, and connects these diverse phenomena to each other and to the individual. Topics vary and include different cultures, historical periods, human values, viewpoints, and problems. Recent topics have included Views of the Sea; Paradigms of Conflict, Health and Disease; Conspiracy Theories; and Interdisciplinary Perspectives on Time. May be taken pass/fail or for a letter grade. 3 Cr

#### **LAT 101 Latin I**

As an introduction to the Latin language and the Ancient Roman world, this course will enable students to read and translate basic passages in Latin, to become familiar with the culture and history of Rome, and to enhance their grammar and vocabulary in other languages, especially English. No previous experience in foreign languages required. 3 Cr

#### **LAT 102 Latin II**

Building on the introductory study of the language and culture of the Ancient Roman world, this course

will further students' ability to translate more challenging passages in Latin, allow them to explore more deeply the culture and history of Rome, and further enhance their grammar and vocabulary in other languages, especially English. Prerequisite: LAT 101 or permission of instructor. 3 Cr

#### **MAN 301 Management**

Designed to present management as a science, an art, and a profession. The course emphasizes both the theoretical and the practical, presenting management as a process of utilizing organizational resources to achieve specific objectives through the functions of planning, organizing, leading, and controlling. 3 Cr

#### **MAN 302 Small Business Management & Entrepreneurship**

This course is designed for business majors but is not exclusive to them, as other students may elect the course. The course focuses on small business and entrepreneurial process. Topics include, but are not limited to, such areas as: entrepreneurship opportunities, starting from scratch or joining an existing business, developing a business plan, the customer, growth strategies and managing growth. 3 Cr

#### **MAN 303 Project Management**

This course focuses on a holistic approach to project management. The content deals with planning, scheduling, organizing and controlling projects, such as product development, construction, systems, new business, production layout, special events. The course includes major topics of strategy, priorities, organization, project tools and systems, organization, teams and leadership. Primary class emphasis is on the project management systems and behavioral issues. The course culminates in a project plan of interest to the student. Prerequisite: Junior standing or permission of instructor. 3 Cr

#### **MAN 313 Managerial Decision Making**

This course provides an examination of the issues of decision making including personal style, the external environment and internal political, cultural and ethical forces that affect the decision-making process in organizations. It goes beyond the understanding level of the introductory management courses to the level of application. Students develop both strategic and tactical problem-solving skills using cases and decision-making formulae. Prerequisite: Junior level or permission of instructor. 3 Cr

#### **MAN 315 Essentials of Negotiation**

Negotiation is a critical skill needed for effective management. This course explores the major

concepts and theories of the psychology of bargaining and negotiation, and the dynamics of interpersonal and intergroup conflict and its resolution. It is relevant to a broad spectrum of management students, not only human resource management or industrial relations candidates. Prerequisite: Junior standing or permission of instructor. 3 Cr

#### **MAN 318 Human Behavior in Organizations**

The interaction of formal organization structure with the human intellect and personality, which includes studying cultural diversity as it pertains to human behavior in organizations. The course is designed to enable the student to understand and examine important characteristics of an organization. The concepts enable the student to analyze, understand, predict and influence human behavior in that organization, thus creating a personal tool that will help increase personal effectiveness and achievement. 3 Cr

#### **MAN 321 Operations Management**

A focus on the application of quantitative tools and techniques to enhance decision making. This course is designed to introduce the student to a variety of those techniques, including cost-volume analysis, decision theory, forecasting, linear programming, work measurement and learning curves, simulation, queuing theory, materials requirement planning, etc. Prerequisite: MAT 102 or permission of instructor. 3 Cr

#### **MAN 325 Finance**

A course designed to acquaint students with financial operations, management and investment planning, and technique analysis. Subject areas include debt vs. equity financing; short, intermediate, and long term capital structuring; and qualitative and quantitative decision making. Prerequisite: ACC 201, or permission of instructor. 3 Cr

#### **MAN 332 Human Resource Management**

A study of basic principles and procedures relating to the personnel department: job analysis and evaluation, incentives, employment, placement and training, employee services, labor relations and government regulations. Prerequisite: MAN 301. 3 Cr

#### **MAN 406 Entrepreneurship**

A course designed to build upon the small business management skills acquired through the Small Business Management course. Emphasis is upon the application of these skills in the process of discovery, evaluation and entry into entrepreneurial

opportunities. Prerequisite: MAN 221, senior standing, or permission of instructor. 3 Cr

#### **MAR 101 Marketing & Entrepreneurship**

An overview of marketing as an organizational and societal function stressing the application of marketing concepts and principles in entrepreneurship and realistic business situations. Students learn to analyze, plan, implement and control marketing strategies. Topics include product development and management, distribution, promotion, pricing, marketing research, consumer behavior, and external environments. 3 Cr

#### **MAR 215 Marketing Channels**

A course to provide the student with an appreciation for the complexity of product distribution from the producer to the ultimate consumer. Students are introduced to central markets, wholesaling, retailing, warehousing, transporting, and managing the channels of distribution. Prerequisite: MAR 101. 3 Cr

#### **MAR 218 Advertising**

A course designed to help students develop creative and analytical skills by evaluating ads created by others. In addition, students learn to plan, budget, execute and manage a successful advertising campaign. The use of publicity and public relations with a successful advertising campaign is explored. Prerequisite: MAR 101. 3 Cr

#### **MAR 306 Marketing Management for Entrepreneurs**

This course introduces the new entrepreneur to an understanding of the performance of activities that seek to accomplish an organization's objectives by anticipating customer or client needs and directing a flow of need-satisfying goods and services from producer to customer or client. The universal functions of marketing management of buying, selling, transporting, storing, standardization and grading, financing, risk taking, and market information are linked to the student's entrepreneurial undertaking. 3 Cr

#### **MAR 323 Personal Selling**

Insights into the theories, principles, methods and techniques of creative personal selling. Emphasis is placed on interpersonal skills, ethics, and viewing sales in their natural setting as an event where both buyer and seller benefit. Students learn those aspects of sales management that make it distinct from generic management. Prerequisite: MAR 101 or permission of instructor. 3 Cr

**MAR 324 Consumer Behavior**

A course to provide the student with an understanding of why people decide upon the products they purchase. The consumer decision process is stressed, as well as other aspects that influence consumers' behavior including cultural and subcultural influences. Social class and group influence, the family, the role of learning, attitudes, information search, the purchasing procedure and post-purchase processes are examined. Prerequisite: MAR 101, PSY 110 or SOC 114, or permission of instructor. 3 Cr

**MAT 9 Fundamentals of Mathematics**

To prepare students for algebra and college-level mathematics, an understanding of arithmetic and pre-algebra topics and their mastery is emphasized. Special topics include the arithmetic operations of whole, fractional, and decimal numbers; applications of percentages; basic algebraic operations; and geometric concepts and measurement. Placement in MAT 9 is by the UMM Mathematics Placement test. 3 Cr

**MAT 12 Beginning Algebra**

An introduction to the language and skills used for quantitative problem solving in all fields of inquiry and for subsequent work in mathematics. Topics include problem-solving skills, algebraic equations, inequalities, functions, polynomials, and systems of equations and inequalities. Prerequisite: initial placement or by completing MAT 9 with a minimum grade of C-. 3 Cr

**MAT 102 Intermediate Algebra**

A course in the language and skills used for quantitative problem solving in all fields of inquiry and for subsequent work in mathematics. Topics include quadratic, rational, exponential and logarithmic functions with applications and solutions to equations and inequalities. Prerequisite: demonstrated proficiency in MAT 012. 3 Cr

**MAT 105 Contemporary Mathematics**

A course to provide familiarity with topics of mathematics that are noted for their contemporary practicality in non-technical areas, are important concepts in current public discourse, or have a rich aesthetic value. Topics include voting systems, population growth, fractals, chaos, and game theory. Prerequisite: demonstrated proficiency in MAT 12. 3 Cr

**MAT 107 Structure of Arithmetic I**

The first semester of a two-semester sequence intended as mathematics background for students in elementary education and humanities programs. The

primary emphasis is the development of the arithmetic of natural numbers: integers, rational and real numbers. The course also surveys techniques in problem solving, set theory, number theory, elementary topics in geometry, probability and statistics. Prerequisite: MAT 102 or demonstrated proficiency in pre-college mathematics. 3 Cr

**MAT 108 Structure of Arithmetic II**

The second semester of a two-semester sequence intended as mathematics background for students in elementary education and humanities programs. The primary emphasis is the development of the arithmetic of natural numbers: integers, rational and real numbers. The course also surveys techniques in problem solving, set theory, number theory, elementary topics in geometry, probability and statistics. Prerequisite: MAT 102 or demonstrated proficiency in pre-college mathematics. 3 Cr

**MAT 110 Finite Mathematics**

The study of systems of linear functions, matrices, and linear programming with an emphasis on applications to business, economics, biology, and the social sciences. Additional topics are selected from probability, Markov chains, game theory, difference equations, decision theory, and graph theory. Prerequisite: MAT 102 or demonstrated proficiency in pre-college mathematics. 3 Cr

**MAT 113 Introduction to Statistics**

Designed for students who need a reading knowledge of introductory statistical concepts, this course focuses on basic concepts and methods of statistics: data analysis, data production, and statistical inference. Data analysis concerns the methods for exploring, organizing, and describing data. Data production looks at methods for producing data to answer specific questions. Statistical inference moves beyond the data to draw conclusions about a wider universe, taking into account that conclusions are uncertain. To describe and understand statistical inference, a limited introduction to probability is presented. The class is taught in a computer classroom using statistical software extensively for classroom demonstration, homework assignments, and student tutorials. Prerequisite: MAT 12 or equivalent. 3 Cr

**MAT 118 History of Mathematics**

The goal of this course is to provide students interested in teaching middle- or high-school level mathematics, or others simply interested in the topic, the necessary understanding of the historical foundation of mathematics. The course will explore the origins of mathematics from anthropological and

sociological viewpoints. It will then use this as a base for exploring the cultural development of basic numbering, arithmetic, basic statistics (mean, median, mode, etc.), simple probability, basic geometry, measurement (area, volume, etc.), patterns, including symmetry and basic networks, mathematical reasoning, and using mathematics to communicate. The development of these areas, all of which are contained in the Maine State Learning Results for middle and secondary grades, will be explored from various cultural perspectives including a selection from prehistoric, Native American, Egyptian, Mesopotamian, Ancient Greek, Roman, Hindu, Islamic, Chinese, Korean, Japanese, and European cultures. The course is designed to be a survey course that will allow for such a broad view of the development of mathematics. Prerequisite: MAT 102 or permission of instructor. 3 Cr

### **MAT 122 Precalculus**

An introduction to elementary functions, designed to prepare the student for calculus. Topics include polynomial, rational, exponential, logarithmic and trigonometric functions. Graphing calculator techniques are principal tools. Prerequisite: MAT 102 or demonstrated proficiency in pre-college mathematics. 4 Cr

### **MAT 126 Calculus I**

Basic concepts of differential and integral calculus: limits, continuity, differentiation and integration of elementary functions, graphing, maxima and minima, and the Fundamental Theorem. A computer algebra system is used extensively. Prerequisite: MAT 122 or equivalent. 4 Cr

### **MAT 127 Calculus II**

Methods and applications of integration, some differential equations, exponential and logarithmic growth, and infinite series. A computer algebra system is used extensively. Prerequisite: MAT 126. 4 Cr

### **MAT 200 Topics in Mathematics**

A post-calculus course in multi-variable calculus, linear algebra, dynamical systems, differential equations, discrete math, numerical analysis or modeling. Topics are rotated to accommodate student needs and interests. May be repeated for credit with permission of instructor. Prerequisite: MAT 126 or 127, depending on the topic. 1 - 4 Cr

### **MAT 215 Applied Statistics**

Designed for students who intend to use statistics and statistical software later in their education and professional lives. This course offers an extensive and in-depth introduction to the concepts and

methods of statistics in the three parts: data analysis, data production, and statistical inference. The course also includes a limited introduction to probability. Students learn about the role of variability in hypothesis testing using both parametric and non-parametric tests. The course is taught in the computer classroom with each student having individual access to statistical software. The software, used for all applications discussed in class, is an important part of the course for demonstration, student tutorials, and discussing homework. Prerequisite: MAT 102 or equivalent. 4 Cr

### **MAT 315 Experimental Design & Analysis for Biologists**

This course will introduce students to the most common and widely used experimental designs to generate biological data for both continuous and categorical variables. The emphasis will be on how to: 1) design resource-appropriate sampling programs; 2) avoid mistakes that make analyzing data difficult; and, 3) properly analyze data. Statistical methods such as analysis of variance, linear and non-linear regression, analysis of covariance, analysis of frequencies, and an introduction to multivariate analysis will be presented. Prerequisite: MAT 215. 4 Cr

### **MTR 101 Meteorology**

An introduction to the study of weather and weather-related phenomena including solar radiation, temperature, moisture, winds, air pressure, air masses, weather patterns, weather analysis, weather forecasting, climate, weather instruments, and computers. Upon completion of this course, a student should have a qualitative understanding of how many of the basic principles of physics, chemistry and mathematics are applied in meteorology; an ability to relate personal weather observations to data received from weather instruments and analyzed on standard weather charts; and a new set of general data analysis skills. The course is delivered asynchronously and the Web is used extensively. 4 Cr

### **MUS 101 UMM Chorale**

A choral group performing a cappella and accompanied songs and larger works of all periods and styles. Courses are identical and may be repeated for credit. 1 Cr

### **MUS 103 Applied Music: Private Lessons**

Individual or group instruction in vocal or instrumental performance (drums, guitar, piano, violin, voice, winds, etc.). Each student, whether a beginner or a more experienced musician, is expected

to progress at his or her own optimum rate. An in-house performance at semester's end (closed to the public) is the final for this course. Instruction on some instruments may be contingent upon faculty availability. May be repeated for credit. 1 Cr

#### **MUS 107 Applied Music: Performing Groups**

Instrumentalists and singers (Pop Band, Chamber Ensemble, Town/Pep Band, etc.) rehearse weekly, culminating in public performance(s) near the end of the semester. All groups may include both singers and players except Town/Pep Band, which is an instrumental ensemble dedicated to traditional band literature. Pop Band performs songs of any and all styles. Chamber Ensemble explores classical music, and has MUS 119 or permission of instructor as a prerequisite. This is the only group with a prerequisite. Other musical experiences for academic credit are possible, and have been offered. 1 Cr

#### **MUS 115 Intro to Music: Listening**

The basic course in musical awareness, informed listening, and the elements of music. It assumes no prior knowledge of music and prepares students for lifelong enjoyment as a vital link in the musical experience. It also prepares the student for courses in music history. 3 Cr

#### **MUS 119 Fundamentals of Music: Literacy**

Music notation, basic performance and composition techniques (vocal and instrumental), beginning harmony and sight singing are covered. This course in practical music making is the first course in the music theory sequence and is a prerequisite to all other theory courses. 3 Cr

#### **MUS 207 Applied Music: Performing Groups**

Instrumentalists and singers (Pop Band, Chamber Ensemble, Town/Pep Band, etc.) rehearse weekly, culminating in public performance(s) near the end of the semester. All groups may include both singers and players except Town/Pep Band, which is an instrumental ensemble dedicated to traditional band literature. Pop Band performs songs of any and all styles. Chamber Ensemble explores classical music, and has MUS 119 or permission of instructor as a prerequisite. This is the only group with a prerequisite. Other musical experiences for academic credit are possible, and have been offered. 1 Cr

#### **MUS 211 Topics in Music**

An umbrella course designed for the investigation of various music styles, periods, practices, and ideas not covered in other course work. American Popular Music History, American Musical Theatre (Broadway), Jazz Survey, Women in Music, and the

Beatles are topics offered recently. Prerequisites depend upon the specific course. 3 Cr

#### **MUS 214 Music Theory I**

Scales, intervals, chords, and their interrelationships. The study of four-part harmony is begun. Practice in sight singing, rhythmic, melodic and harmonic dictation is given; transcription and original composition are stressed. Prerequisite: MUS 119 or permission of instructor. 3 Cr

#### **MUS 223 Songwriting**

The basic tenets of songwriting learned through analysis and creative work. A personal portfolio of songs and demonstration recordings is compiled, then shared with, and critiqued by, the class. This course has been taught in both full-semester/classroom and intensive/outdoor formats. Songwriting fulfills elective credit in both the Creative Writing and Music minors. Prerequisite: ENG 101 and MUS 119, or permission of instructor. May be repeated for credit. 3 Cr

#### **MUS 301 UMM Chorale**

A choral group performing a cappella and accompanied songs and larger works of all periods and styles. Courses are identical and may be repeated for credit. 1 Cr

#### **MUS 307 Applied Music: Performing Group**

Instrumentalists and singers (Pop Band, Chamber Ensemble, Town/Pep Band, etc.) rehearse weekly, culminating in public performance(s) near the end of the semester. All groups may include both singers and players except Town/Pep Band, which is an instrumental ensemble dedicated to traditional band literature. Pop Band performs songs of any and all styles. Chamber Ensemble explores classical music, and has MUS 119 or permission of instructor as a prerequisite. This is the only group with a prerequisite. Other musical experiences for academic credit are possible, and have been offered. 1 Cr

#### **MUS 313 Music History II**

A continuation of European-American art-music history, from Beethoven to the present. The influences of popular and ethnic musics are discussed, and technological developments are considered, both as delivery media and intrinsic art forms. Prerequisite: MUS 115 or permission of instructor. 3 Cr

#### **MUS 324 Music Theory II**

A course to provide a broader theoretical outlook, examining harmony, counterpoint, improvisation, analysis, composition, arranging, transcription and

performance practice. In addition to classwork, special projects may be undertaken in any of these areas. Prerequisite: MUS 119 and MUS 214, or equivalent. 3 Cr

#### **MUS 407 Applied Music: Performing Groups**

Instrumentalists and singers (Pop Band, Chamber Ensemble, Town/Pep Band, etc.) rehearse weekly, culminating in public performance(s) near the end of the semester. All groups may include both singers and players except Town/Pep Band, which is an instrumental ensemble dedicated to traditional band literature. Pop Band performs songs of any and all styles. Chamber Ensemble explores classical music, and has MUS 119 or permission of instructor as a prerequisite. This is the only group with a prerequisite. Other musical experiences for academic credit are possible, and have been offered. 1 Cr

#### **PHE 101 Physical Education Activity**

A choice of activities is available each semester, depending on the season and scheduling requirements. The selection may include aerobic dance, aquasize, archery, badminton, basketball, bowling, fitness, folk dance, golf, karate, kickboxing, racquetball, snowshoeing, soccer, softball, swimming, team handball, tennis, volleyball, wallyball, weight training, or cross-country skiing. Students may elect a maximum of 3 activities in any one semester. Intercollegiate athletic participation is also available for credit as a physical education activity. Offered pass/fail. 1 Cr

#### **PHE 103 Open Water I SCUBA**

This Professional Association of Diving Instructors (PADI) course is a performance-based education course which leads to certification upon completion of all requirements. This course teaches the foundational knowledge and skills necessary to dive with a buddy, independent of supervision. The course involves classroom activities, pool exercises and/or supervised open water dives. Prerequisite: Medical clearance. 3 Cr

#### **PHE 105 Personal Wellness**

A physical education lecture and activity course that provides students with an opportunity to explore and experience various components of fitness and wellness that will enhance their lives. The course is designed to meet individual needs by assessing and prescribing personalized programs to improve the different components of fitness and wellness. Wellness topics discussed include nutrition, weight management, cardiovascular disease, cancer, stress management, addictive behaviors, and healthy lifestyle issues. 2 Cr

#### **PHE 201 Physical Education Activity**

A choice of activities is available each semester, depending on the season and scheduling requirements. The selection may include aerobic dance, aquasize, archery, badminton, basketball, bowling, fitness, folk dance, golf, karate, kickboxing, racquetball, snowshoeing, soccer, softball, swimming, team handball, tennis, volleyball, wallyball, weight training, or cross-country skiing. Students may elect a maximum of 3 activities in any one semester. Intercollegiate athletic participation is also available for credit as a physical education activity. Offered pass/fail. 1 Cr

#### **PHE 210 Advanced Open Water SCUBA**

This course expands the knowledge and experience of students beyond the Basic Open Water SCUBA course and prepares students for advance SCUBA certifications in Rescue Diver and others. Students will participate in classroom instruction, pool instruction and open water dives. The course covers concepts, practical applications, problem solving, safety, and hands-on experiences. Students will study, understand and be able to demonstrate the skills associated with the following topical areas: naturalist, deep water dives, navigation, search and recovery, night diving, shipwreck concepts and practices, and recreational dive planner. Every student will demonstrate knowledge and practical skills in all areas to complete the course and to obtain PADI certification. Quizzes and tests are part of the evaluation process. Grades are determined based on all parts of assessment. Prerequisite: PHE 103 or equivalent certification. 3 Cr

#### **PHI 101 Introduction to Philosophy**

Introduction to Philosophy fosters student awareness and hones critical thinking skills through a targeted exploration of the major philosophers of western thought. The course also examines texts from multiple perspectives as students explore topics relevant to their lives, such as happiness, work, leisure, community, nature and self. Prerequisite: ENG 101. 3 Cr

#### **PHI 201 Ethics**

An examination of the task of ethics to elucidate the concept of the good life; to investigate ideas of obligation, duty, and responsibility; and to decide what ought to be done. The student explores traditional themes of right conduct. Through readings and discussions, these themes are applied to relevant contemporary issues such as war and terrorism, the connections between business and environmental ethics, sexuality, suicide and

euthanasia and drug use. Prerequisite: ENG 101. 3 Cr

### **PHI 212 Topics in Philosophy**

Topics focusing on a different aspect of study, i.e., science and religion, perception of reality, Existentialism, eastern philosophy, and world religions. The course also may be geared to particular students such as an aesthetics course for art, music and literature students, or a philosophy of education course. Prerequisite: ENG 101. 3 Cr

### **PHY 111 Physics I**

An introduction to the nature of energy and mechanics. Emphasis is placed on the study of vectors, velocity, acceleration, and force. Laboratory work includes computer simulation as well as traditional physics activities. Lecture 3 hours, laboratory 2 hours. Prerequisite: MAT 122 or equivalent. 4 Cr

### **PHY 112 Physics II**

A continuation of PHY 111 introducing the concepts of sound, electricity, optics, and modern physics. Lecture 3 hours, laboratory 2 hours. Prerequisite: PHY 111 or equivalent. 4 Cr

### **POS 212 Topics in Political Science**

Courses designed to allow students to pursue study in specific area of Political Science. Courses vary in content in response to student interest and demand. Prerequisite: Dependent upon the course offered, or permission of instructor. 3 Cr

### **POS 215 American National Government**

An introductory study of the major principles, structures and practices of the United States government. The course emphasizes such topics as the Constitution and its development; the federal system; civil liberties and civil rights; public opinion, interest groups, political parties and elections; the Congress; the Supreme Court; the Presidency and the presidential establishment; domestic and foreign policy formation; government services and regulation; and the federal budget and federal taxation. Prerequisite: Sophomore standing or permission of instructor. 3 Cr

### **POS 305 Environmental Policy**

A systematic analysis of U.S. environmental policy focusing on air and water quality, land use, hazardous wastes and energy. Policy is analyzed as the resultant of political structure and process, societal values and perceived benefits and costs. Specific disciplinary perspectives and value conflicts are

emphasized. Prerequisite: Junior standing or permission of instructor. 3 Cr

### **POS 311 Political Correctness in American Society**

This course defines, examines, and analyzes political correctness as a long-standing feature of American society, dating back to the Salem witch trials and including the Alien and Sedition Acts, Prohibition, McCarthyism, and more. The roots and consequences of conflicts between liberty and community are carefully considered. The effects on different sectors of American society and on public policy are identified and analyzed. The course is taught on the Web, and ideological diversity is encouraged and valued. Prerequisite: POS 215 or instructor's permission. 3 Cr

### **POS 313 Introduction to Policy Analysis**

This course will introduce students to the art and science of policy analysis. The policy process will be introduced and used as an analytical tool to connect policy outcomes to political, social and economic and institutional inputs and constraints. The differences and overlap between analysis and advocacy will be considered. Specific applied policy analysis will include topical current issues, such as climate change, health care, education and same-sex marriage. Prerequisite: Junior standing or permission of instructor. 3 Cr

### **POS 314 Environmental Law/Environmental Crime**

This is a third-year elective online course within sociology that addresses existing environmental laws and the environmental crimes that are committed in violation of these laws. The course will review the current state of environmental law and then examine those acts that have been made unlawful, the criminal violations that most commonly occur, the nature of environmental crime investigation and prosecution and the type of sanctions available under federal and state criminal laws that protect the environment. Prerequisite: Sophomore standing, or permission of the instructor. 3 Cr

### **PSY 100 Animal Behavior and Selection of Service Dogs**

This is an introduction to techniques for animal training with a focus on owner-trained service dogs. A service dog is one specially trained to perform a task or work that aids a person with a physical or emotional disability, thus allowing them more freedom to live more independently. The course will cover basic psychological principles of operant conditioning used with animal training. There will

also be hands-on opportunities for basic dog training that require the application of operant learning techniques. The optional lab will have two main components. The first component will be training qualified dogs to prepare them to be certified as therapy dogs. The second component will be helping train a service dog for a specific task to assist its disabled owner. 2 Cr

### **PSY 101 Animal Behavior & Selection of Service Dogs Lab**

This is an introduction to techniques for animal training with a focus on owner-trained service dogs. A service dog is one specially trained to perform a task or work that aids a person with a physical or emotional disability, thus allowing them more freedom to live more independently. The course will cover basic psychological principles of operant conditioning used with animal training. There will also be hands-on opportunities for basic dog training that require the application of operant learning techniques. The optional lab will have two main components. The first component will be training qualified dogs to prepare them to be certified as therapy dogs. The second component will be helping train a service dog for a specific task to assist its disabled owner. 1 Cr

### **PSY 102 Personal Growth**

This course is designed to provide students with the opportunity to examine their life-space; to envision alternative possibilities in their personal and professional growth; and to foster the development of creative changes toward their future life-career. This course has two essential aspects. First, the theoretical and academic aspect in which the focus of the class and text is on major psychological theories and their applications for everyday life. Second, the experiential aspect in which the students are encouraged to participate in growthful exercises individually and in group situations. The course involves the various areas of life including relationships to family members, to friends and associates, and to professional colleagues. This course includes a Service-Learning and Community Engaged (SL/CE) component. 3 Cr

### **PSY 110 Intro to Psychology**

An introduction to the scientific study of behavior including a survey of all the major areas of inquiry pursued by psychologists—history, methods, physiological aspects, perception, learning, memory, cognition, emotion, motivation, consciousness, personality, abnormal behavior and therapies, and social processes. Unless otherwise noted, this course is a prerequisite to all other psychology courses. 3 Cr

### **PSY 200 Behavioral Health Professional**

This course introduces skills and knowledge needed for working in the role of Behavioral Health Professional with children and their families. Content covered includes working in clients' homes, basics of child development and family functioning, impacts of trauma, creating individual treatment plans, community resources, observing behavior and foundations of instruction. This course is part of the requirements for becoming a certified Behavioral Health Professional. Prerequisite: PSY 110 or ENG 101, or permission of instructor. 4 Cr

### **PSY 201 Developmental Psychology**

A course concerned with the description and psychological explanation of changes in an individual's behavior and mental processes as a result of biological and experiential factors. Overviews of physical, cognitive, and psychosocial development are provided. Prerequisite: PSY 110 or permission of instructor. 3 Cr

### **PSY 203 Educational Psychology**

A course designed to help prospective teachers reflect upon the dynamics of learning and instruction. Theories of cognitive, affective and behavioral domains are related to classroom experience. Other topics include educational research, assessment and evaluation, individual and group differences, motivation, classroom management and effective teaching. A field experience over an extended period of time is also a component of the course. 3 Cr

### **PSY 211 Introduction to Behavioral & Community Health Systems**

This course will review systems of care provided by the state, as well as those provided by for-profit and not-for-profit entities, to serve the needs of behavioral health consumers. Essential components of this course include addressing contemporary public and social policy -- and social services provision within those policies -- including fundamentals of behavioral health care, child protection, and welfare systems. In addition, the course examines the history and impact of laws and regulatory standards that dictate these policies -- and ultimately service provision in behavioral care for children, adults and the elderly. Both current practices and historical precedent are woven into a model represented in both its completeness and contradictions. Required for Provisional & Full MHRT Certification. This course includes a Service-Learning and Community Engaged (SL/CE) component. Prerequisite: PSY 110 or permission of instructor. 3 Cr



**PSY 212 Lifespan I**

This course covers the context and process of human development from prenatal stages through adolescence. Developmental psychology focuses on how learning and maturation within social, cultural and physical environments shape normal human development. Development is a holistic process, yet can be broken down into physical, cognitive, social and emotional aspects, as well as development of communication and language, self, gender and prosocial behavior. Developmental research methods will be covered, as well as important areas of application for developmental psychology of childhood and adolescence, including policy and programs directed at families, healthcare and prevention, education, childcare, etc. Prerequisite: PSY 110 or permission of instructor. 3 Cr

**PSY 213 Psychosocial Rehabilitation Practices**

This course will review the services that help support people with psychiatric disabilities, improve their quality of life and fully integrate into the community in a holistic fashion, noting the conceptual practice of psychosocial rehabilitation as a core organizing attitude underlying all behavioral health care. Core philosophies are examined, including historical and current theories and practices, noting the use of contemporary effective practices which are key to current psychosocial rehabilitation. Required for Provisional & Full MHRT Certification. Prerequisite: PSY 110 or permission of instructor. 3 Cr

**PSY 214 Psychology of Prejudice**

The psychology of stereotypes, prejudice, discrimination and stigma, and methods to undermine these concepts, will be presented so that understanding and applications can be extended to various minority populations. Minority populations, which may be related more to influence than to size, may include African Americans, Native Americans, Roma, Middle Eastern Americans, Asian Americans, those individuals that may identify as LGBT, the impoverished, the elderly, the obese, those with physical or mental disabilities, and women. Ways to work to ameliorate prejudice will be explored. Prerequisite: ANT 101, PSY 110 or SOC 114, or permission of instructor. 3 Cr

**PSY 215 Psychology of Gender**

This course surveys psychological theory and research on gender while emphasizing cross-cultural and multicultural issues to demonstrate what is truly universal about gender. Major areas covered include: sex roles, theories and methods of studying gender, physiological systems and development,

relationships, sexuality, social performance, education and work, physical and mental health and mass media and society. Prerequisite: PSY 110 or permission of instructor. 3 Cr

**PSY 219 Special Topics in Applied Psychology**

Courses designed to allow students to pursue study in an area within Psychology. Courses vary in content in response to student interest and demand. Some possible courses could include Conflict Analysis & Resolution, Ecological Psychology, Readings in Applied Psychology, Industrial & Organizational Psychology, Multicultural Psychology, Community Psychology, Stress Management, Human Factors Psychology, History of Psychology, Perception & Cognition, Psychology of Motivation or Psychology of the Family. Under this topics heading, other Mental Health & Rehabilitation Technician Certification courses could be offered, including Sexual Abuse, Trauma & Recovery; Case Management, Mental Health & Aging, Substance Abuse with a Dual Diagnosis Component; Group Process; or Vocational Aspects of Disability. Prerequisite: Dependent upon the course offered, or permission of instructor. 3 Cr

**PSY 221 Health Psychology**

This course surveys theory and research on the interrelationships of mental processes and behavior with physical health and well-being. Major areas covered include the interface between mind and body; the role of belief systems in engaging in health protective behavior; the influence of stress on the immune system; and the biological, psychological, social and behavioral factors that moderate maintaining health or developing illness, such as individual differences in personality, life-style choice, coping styles, and the availability of social support. Methodological issues in health psychological research are also explored. Prerequisite: ENG 101 and PSY 110, or permission of instructor. 3 Cr

**PSY 222 Psychology Professions & Ethics**

This course provides an overview of the professions and ethics associated with psychology. Students will be introduced to psychology professions in healthcare, public policy, the legal system, education, research and industry. The American Psychological Association's Ethics code will be introduced, critically examined and used to discuss ethical tensions that arise in various psychology professions. The role of informed consent and internal review boards will be addressed. Prerequisites: PSY 110 or permission of instructor. 3 Cr

**PSY 223 Sport Psychology**

Sport Psychology is the study of the mental and behavioral factors that influence or are influenced by participation in sport, exercise, and physical activity. Sport psychologists are interested in how athletics enhance and support the personal growth and well-being of individuals. This course outlines the research and training methods of sport psychologists and surveys theory and research on sport psychology, including such major areas as the history of sport psychology, the application of principles of learning and behavior, motivation and social psychology, the assessment of individual differences in personality of athletes, and principles of coaching and the psychology of exercise and fitness. Prerequisite: ENG 101 and PSY 110, or permission of instructor. 3 Cr

**PSY 224 Community Psychology & the Environment**

This course utilizes the framework of community psychology to analyze human relationships with the physical environment, as well as social, cultural and economic environments. Community psychology focuses on understanding humans in communities. The discipline is also heavily influenced by public health and focused community-level prevention and intervention strategies. The course will also focus on relationships between people's well-being, social justice and environmental issues, such as the relationship between health, poverty, and pollution. Prerequisite: PSY 110 and CMY 101 or permission of instructor. 3 Cr

**PSY 226 Human Sexuality**

An interdisciplinary inquiry into the historical, cultural and developmental issues in human sexuality. Current literature and research are reviewed. As this course includes an examination of sexuality, it includes materials that may be deemed explicit or provocative for many. Individual discretion is advised. Prerequisite: ENG 101, sophomore standing or permission of instructor. 3 Cr

**PSY 230 Abnormal Psychology**

A course designed to provide an overview of the area of abnormal psychology and to introduce the student to different theoretical models, classifications, origins, and treatments of abnormal behavior. Prerequisite: PSY 110 and sophomore standing, or permission of instructor. 3 Cr

**PSY 302 Intro to Counseling Techniques**

This course introduces students to the basic skills required for counseling. Students will practice implementing these skills during counseling role

plays in class, as well as providing their peers with positive and constructive feedback at the conclusion of the role plays. The ability to utilize feedback and be reflective will be emphasized. This course will also review ethical issues associated with counseling and the role of supervision. Psychodynamic, Behaviorist, Person-Centered, Cognitive and Family Systems Theories, as well as Motivational Interviewing will be briefly introduced. Required for Provisional & Full MHRT Certification. Prerequisites: PSY 211 or permission of instructor. 3 Cr

**PSY 311 Social Psychology**

A study of the social and cultural factors affecting human behavior, including effects on observable behavior, emotions, attitudes and other cognitions. Topics of conformity, persuasion, aggression, prejudice, prosocial behavior, relationships, and group influence are considered. This course includes a Service-Learning and Community Engaged (SL/CE) component. Prerequisite: PSY 110, SOC 114, and junior standing; or permission of instructor. 3 Cr

**PSY 312 Theories of Personality**

A study of the concepts included in psychology's most widely accepted theories of personality such as those proposed by Freud, Horney, Allport, Rogers, and Skinner. Attention is given to related research, personality assessment, and therapies. Prerequisite: PSY 110 plus 3 additional cr of psychology or sociology; third-year status recommended. 3 Cr

**PSY 313 Counseling Diverse Populations**

This counseling course is designed to help the student acquire the skills necessary to become a culturally competent mental health or social service practitioner, that is, someone who is sensitive to cultural differences and to their impact on human interactions. The course is based on the fundamental premise that cultural competence is an ongoing and multi-layered process working at personal, interpersonal, and organization-wide levels. Topics to be addressed include skills to increase cultural awareness and understanding, skills to foster effective interpersonal communication and organizational change strategies. Studies will learn to identify and understand culture as it operates on different social levels (class, ethnicity, gender, sexual orientation). Students will also learn to identify the barriers to effective communication and positive relationships including how culture may be a barrier. Required for Provisional & Full MHRT Certification. Prerequisite: PSY 211 and PSY 302, or permission of instructor. 3 Cr

**PSY 317 Environmental Psychology**

This course will acquaint the student with the reciprocal nature of the interplay between people and built and natural environments. Students will develop an appreciation for how physical environments influence human behavior. Additionally, students will use psychological principles to better understand environmental problems (i.e. climate change, pollution and energy efficiency) and to promote pro-environmental behaviors. Prerequisite: PSY 110, or permission of instructor. 3 Cr

**PSY 318 Psychology of Curiosity**

This course is designed to survey theory and empirical research on curiosity -- the innate motive to seek out and acquire new information to stimulate interest or reduce uncertainty. The study of curiosity requires consideration of a number of major areas of psychology, including emotion and motivation, learning and memory, neuroscience, individual differences in personality and development. These topics will all be touched upon in regard to curiosity. Related topics such as novelty seeking, gossip and sensation seeking will also be addressed. Prerequisite: PSY 110, or permission of instructor. 3 Cr

**PSY 319 Special Topics in Applied Psychology**

Courses designed to allow students to pursue study in an area within Psychology. Courses vary in content in response to student interest and demand. Some possible courses could include Conflict Analysis & Resolution, Ecological Psychology, Readings in Applied Psychology, Industrial & Organizational Psychology, Multicultural Psychology, Community Psychology, Stress Management, Human Factors Psychology, History of Psychology, Perception & Cognition, Psychology of Motivation or Psychology of the Family. Under this topics heading, other Mental Health & Rehabilitation Technician Certification courses could be offered, including Sexual Abuse, Trauma & Recovery; Case Management, Mental Health & Aging, Substance Abuse with a Dual Diagnosis Component; Group Process; or Vocational Aspects of Disability. Prerequisite: Dependent upon the course offered, or permission of instructor. 3 Cr

**PSY 324 Lifespan II**

This course covers the context and process of human development transitioning out of adolescence and into adulthood and on through older adulthood and death. Developmental psychology focuses on how learning and maturation within social, cultural and physical environments shape normal human

development. Development is a holistic process, yet can be broken down into physical, cognitive, social and emotional aspects, as well as development of communication and language, self, gender and prosocial behavior. Developmental research methods will be covered, as well as important areas of application for developmental psychology of adulthood and older adulthood, including policy and programs for healthcare and prevention, education, employment and community supports, etc. Meets the requirement for Mental Health & Aging for full Maine State Mental Health & Rehabilitation Technician Certification. This course includes a Service-Learning and Community Engaged (SL/CE) component. Prerequisite: PSY 110 or permission of instructor. 3 Cr

**PSY 326 Vocatnl Implications of Disability**

This course will address the vocational implications of the most frequently encountered physical and psychiatric disabilities. Emphasis will be placed on understanding limitations in function and how those limitations affect work as conceptualized within existing models of disability. The notion of vocational rehabilitation and the range of employment service programs will be addressed in a holistic fashion, noting their relationship to the conceptual practice of psychosocial rehabilitation and human services. Current theories and practices of employment services will be examined. Skills for evaluating and assessing the vocational impact of a disability and effective strategies for promoting client understanding and access to community resources will be addressed. This course is required for full MHRT certification. Prerequisite: PSY 211 and PSY 213, or permission of instructor. 3 Cr

**PSY 327 Chemical Dependency**

This course introduces the student to basic information concerning chemical dependency. A survey of historical and present-day perspectives on alcohol and drug abuse and addiction in society and the workplace will be covered. The mechanism of drug action and the nature of addiction including the psychological, physiological, behavioral and social effects of alcohol and other drugs will be covered in depth. The role of the counselor in substance abuse prevention, substance abuse addiction identification and treatment will be addressed. Alcoholics Anonymos and other self-help groups, programs and treatment modalities are addressed. While the major focus of the course is on alcohol and drug abuse, substance abuse in special populations is addressed. Prerequisite: PSY 110 and PSY 211, or permission of instructor. 3 Cr

**PSY 328 Case Management**

This course introduces students to case management as it is utilized in the health and human services fields. Case management is a process of assessing a client's needs, and planning and facilitating their connections with health and human services and other resources. Case management includes education, advocacy and networking with providers and services across many disciplines. This course will introduce students to the skills and responsibilities central to case management, as well as professional, legal, and ethical issues that impact this service. This course is required for full MHRT certification. Prerequisite: PSY 211 or permission of instructor. 3 Cr

**PSY 329 Trauma & Recovery**

This course will introduce students to concepts of trauma, as well as resiliency and recovery. The psychological term trauma describes significant events that are usually devastating, life-threatening and shocking. Traumatic events can have on-going impacts on people's thinking, feeling and behavior. This course will include information of types of traumatic experience (i.e. assault, sexual abuse, motor vehicle accidents, combat experience or natural disaster), basic knowledge and skills used in assessment and screening of trauma, and an overview of services and supports for people who have experienced trauma. Historical, social and cultural factors which impact our understanding of trauma will also be addressed, as well as trauma's social and physiological impact. This course is required for full MHRT certification. Prerequisite: PSY 211, or permission of instructor. 3 Cr

**PSY 332 Crisis Identification & Resolution**

This course is a study of behaviors that typically bring prompt intervention and the interventions appropriate at such times. Students will learn to identify behaviors that indicate psychological crises. The course will cover events such as being a danger to self or other; being so mentally ill that the person is not able to function; substance abuse related problems; trauma-related problems and behavior associated with the abuse of children, spouses and the elderly. Areas to be covered include personal skills, modes of intervention, appropriate referral tactics, and issues of social and legal relevance. Required for Provisional & Full MHRT Certification. Prerequisite: PSY 211 or permission of instructor. 3 Cr

**PSY 335 Forensic Psychology**

Forensic psychology is the application of psychological principles and techniques within a

legal setting. This course will focus on ways in which psychologists work within legal contexts and how psychological techniques inform civil and criminal legal proceedings. Topics include the role of expert witnesses, determination of competency to stand trial, issues informing legal decisions on child custody, assessment of malingering, determination of civil competencies, assessing offenders, use of interrogation techniques and ethical issues that arise in this field. This course is appropriate for students interested in careers in criminal justice, as well as students who plan to work in health and human services with clients who are court-involved or adjudicated. Prerequisites: PSY 110 and sophomore standing, or permission of instructor. 3 Cr

**PSY 351 Chemical Dependency & Dual Diagnosis Counseling**

This course is an overview of different treatment models for chemical dependency and dual diagnosis treatment. Chemical dependency for the purposes of this course will include diagnoses of substance abuse and dependence for alcohol, street drugs and abused prescription medication. Dual diagnosis in this context refers to having both a mental health diagnosis (i.e. depression, anxiety, ADHD, bipolar disorder) and a substance abuse or dependence disorder. Students will be reviewing the history and development of dual diagnosis treatment and learning about screening, assessment and basic treatment models, as well as understanding the current array of services for chemical dependency. Students will also learn how to identify state board requirements for becoming a Certified Drug & Alcohol Counselor (CADC) and Licensed Drug & Alcohol Counselor (LADC), as well as the requirements to qualify and register for the professional exams. This course is required for full MHRT certification. Prerequisite: PSY 211 and PSY 302, or permission of instructor. 3 Cr

**PSY 419 Special Topics in Applied Psychology**

Courses designed to allow students to pursue study in an area within Psychology. Courses vary in content in response to student interest and demand. Some possible courses could include Conflict Analysis & Resolution, Ecological Psychology, Readings in Applied Psychology, Industrial & Organizational Psychology, Multicultural Psychology, Community Psychology, Stress Management, Human Factors Psychology, History of Psychology, Perception & Cognition, Psychology of Motivation or Psychology of the Family. Under this topics heading, other Mental Health & Rehabilitation Technician Certification courses could be offered, including Sexual Abuse, Trauma & Recovery; Case

Management, Mental Health & Aging, Substance Abuse with a Dual Diagnosis Component; Group Process; or Vocational Aspects of Disability. Prerequisite: Dependent upon the course offered, or permission of instructor. 3 Cr

#### **PSY 420 Learning and Memory**

A study of experimental analyses of animal and human learning from various perspectives within psychology. Topics include conditioning; different types of learning; encoding, storage, and retrieval of memory; and neural mechanisms of learning and memory. Prerequisite: PSY 110, MAT 113, or permission of instructor. 3 Cr

#### **PSY 425 Motivation**

This course is designed to survey theory and empirical research on motivation, defined as the factors that initiate, energize, direct and sustain behavior. This course covers the history and systems in the study of motivation, physiological and psychological needs, cognition, individual differences in personality and motivation, and emotion. Prerequisites: PSY 110 and ENG 101. 3 Cr

#### **PSY 430 Perception and Cognition**

A human information processing approach to human perception and cognition. Relationships between psychological and physical realities are formalized as students consider the physiological and psychological processes in the behaviors discussed. Topics include attention, vision, audition, knowledge representation, memory, language, problem solving, and decision making. Prerequisite: MAT 113, PSY 110, PSY 420, or permission of instructor. 3 Cr

#### **PSY 442 Physiological Psychology**

Introduction to the anatomical and physiological bases of behavior. Topics include learning, sensation, motivation, emotion, and psychopathology as revealed by a physiological perspective. Prerequisite: BIO 110 or BIO 111 or BIO 117, and MAT 113, PSY 110, and junior standing; or permission of instructor. 3 Cr

#### **REM 110 Intro to Environmental Recreation & Tourism Management**

This course will philosophically examine the historical events that created the recreational institutions of today, as well as contemporary thinking in the field. The course aims to assist students in developing their own philosophy that will guide them through their professional careers. Institutions studied will include community recreation and the playground movement, state and

municipal parks, federal lands and the conservation movement, organized camping, youth organizations, outdoor education and selected sports. The course will also provide students with an overview of career opportunities in the leisure service industry, and include discussions of professionalism, exploration of career objectives, and personal interaction with working professionals from several different segments of the leisure services industry. Speakers and the Career Development Office will help students explore individual interests, values and job characteristics so they can more readily choose an appropriate career direction. 3 Cr

#### **REM 115 History and Philosophy of Recreation**

A philosophical foundation in the theories of leisure, recreation and play that also traces the historical framework of the leisure service industry. The sociological, psychological and physiological significance of play, recreation and leisure as it relates to the individual lifespan and society as a whole is explored. The course will explore the changing role of leisure and the leisure services profession. Offered spring semester only. 3 Cr

#### **REM 121 Outdoor Recreation I**

A survey of outdoor recreation activities that addresses personal motivation for participation as well as direct and indirect psychological, social and physical benefits derived from participation. Economic, technological, political and environmental impacts of outdoor recreation are examined. Historical perspectives, professional responsibilities, human and natural resource elements, and future trends are explored. The course includes active participation in outdoor activities such as lake canoeing, ocean kayaking, backpacking, camping, and map and compass skills. Emphasis is placed on outdoor leadership philosophies and techniques. Offered fall semester only. 3 Cr

#### **REM 123 River Canoeing and Camping**

Designed to prepare a student to lead an extended canoeing trip on a wilderness river. The learning experiences in this course are designed to help students develop an awareness and appreciation of the Maine woods, and to enjoy it safely, while leaving it environmentally sound. This course provides excellent preparation for taking the Maine Guide exam. Prerequisite: REM 121 or permission of instructor. 3 Cr

#### **REM 125 Sailing and Basic Seamanship**

Designed to introduce students to sailing and basic boating safety. The course covers basic seamanship, sailing theory and techniques, boat handling,

navigation, marine safety, and proper procedures for administering sailing programs. Students also have an opportunity to develop an awareness and appreciation of the Maine waterways. 3 Cr

### **REM 201 Leisure Activities**

Explores leisure theory, concepts of play and impacts of organizational structure on the outcome of any activity. Using a variety of non-sport activities such as games, crafts, music and drama, relationships between resources and experiences are explored and appropriate facilitation techniques for all individuals and groups within society are analyzed. Developing an understanding of the nature and diversity of leisure activities is the goal of this course. Prerequisite: REM 110 and REM 115, or permission of instructor. 3 Cr

### **REM 202 Recreational Sports Methods**

Intended to give the student a general understanding of sports in a recreational setting. Topics include the planning process, organizing activities, presentation methods and techniques and evaluation procedures. Students develop an appreciation of individual differences as they relate to sports programming. The impacts of and relationships between many current societal issues and sport are explored. Prerequisite: REM 201 or permission of instructor. 3 Cr

### **REM 205 Recreation Safety and First Aid**

Develops an awareness of safety in a variety of recreational settings. The course includes theoretical understandings and practical experiences directed toward prevention of hazardous conditions and emergency situations. The student may obtain Red Cross Emergency Response Certification. 4 Cr

### **REM 207 Lifeguard Training and Aquatics Management**

Students will acquire general information concerning pool sanitation and aquatics management, and will complete the course with American Red Cross lifeguard certification. Prerequisite: Swim 500 yds. including 200-yd. front crawl, 100-yd. breast stroke, 200-yd. front crawl or breast stroke. Swim 20 yd., surface dive to 9 feet, retrieve a 10-lb. brick and swim back holding onto brick with both hands. 3 Cr

### **REM 211 Recreational Hunting & Fishing**

A course designed to familiarize the student with all the various forms of recreational hunting and fishing and to examine the impact of these activities on Maine people economically, recreationally and environmentally. This course also focuses on wildlife and the role that hunting and fishing play in

wildlife management programs. Proper selection and use of equipment and current safety programs are addressed. 3 Cr

### **REM 212 Wilderness First Responder**

This course will provide outdoor leaders and enthusiasts with the knowledge and skills necessary to deal with medical and traumatic emergencies in remote settings. Applicable to expedition work, camping, backpacking, guiding, rangers and recreational travelers. Successful completion of this 72-hour course carries a three-year certification through the Wilderness Medical Associates and exceeds the Maine Guide's requirements for medical training. Prerequisite: Students must have CPR certification or be concurrently enrolled in a course that will be completed by the time the WFR course is finished. 4 Cr

### **REM 213 Principles of Coaching**

A course to provide students with the basic competencies to teach and coach sports (usually soccer and basketball) in recreational as well as school situations. Activities include development of a philosophy, certification of coaches, and a study of the athletic educator. An in-depth look at the game including fitness, techniques, tactics and systems is taken. Each sport is approached from building the complete program. Prerequisite: sophomore standing. 3 Cr

### **REM 214 Recreational Underwater Archaeology**

This course is designed to teach divers proper procedures in the study of underwater archaeology. The course takes place in the classroom and the pool in preparation for actual ocean exploration. Areas covered include archival research, reconnaissance, planning, fundamentals of vessel construction from sail to steam, mapping, wreck survey and mapping, recording data, photo-mosaics, excavation and conservation of artifacts, analysis and interpretation of site and artifacts, publication of findings, and underwater photography. Prerequisite: Basic Open Water certification or higher from an approved association; medical clearance. 3 - 6 Cr

### **REM 219 Introduction to Tourism**

This course provides an introduction and overview of the tourism industry. Beginning with a broad perspective of the tourism industry, tourism organizations, tourism history, tourism sociology and tourism economics are explored. Narrowing in focus, students then learn about the impact of tourism on communities and strategies for sustainability. Students examine various sectors of the tourism industry and have the opportunity to explore their

own special areas of interest. Prerequisite: ENG 101, or permission of instructor. 3 Cr

### **REM 221 Fundamentals of Search and Rescue**

Designed to prepare people to participate effectively in official search and/or rescue activities administered by local, state, or federal agencies either as a volunteer working on a search and rescue team or as an employee of a governmental agency with search and rescue responsibilities. A student who successfully completes this course may receive national certification. Prerequisite: REM 121, or permission of instructor. 3 Cr

### **REM 222 Rescue Diver**

This PADI Rescue Diver course is designed to develop the necessary knowledge and skills for individuals to effectively perform diver rescues and assists, manage diving accident situations, render proper first aid, and qualify for the PADI Divemaster training. The course involves classroom activities, pool simulations, and open water dives. Before enrolling in this course students must have PADI Advanced Open Water Diver certification or equivalent rating. 3 Cr

### **REM 224 Athletic & Recreational Injury Management**

The acquisition of basic skills and knowledge of the prevention, recognition and care of injuries normally occurring in athletic and recreational sports. The competencies acquired provide students with a sound foundation for the primary care of athletes and recreational participants. Prerequisite: REM 124 or permission of instructor. 3 Cr

### **REM 226 Recreation Program Planning**

This course will provide students with the basic knowledge or programming principles and theories, assessing participant needs, the planning process, developing goals and objectives, program implementation and evaluation strategies. Students will concentrate on the role that programming plays in enabling leisure and in facilitating the recreational experience. This course emphasizes the practical application of the knowledge and skills gained through the course. Prerequisite: REM 213 and REM 230, or permission of instructor. 3 Cr

### **REM 227 Backcountry Expedition Skills**

This course involves a multi-day expedition. Prior to the expedition, the course will focus on the planning and preparation process, minimal impact travel methods, physical training and the development of a solid risk management plan. During the expedition, students will keep a detailed journal including their

challenges and peak experiences, their progress and the terrain, environmental stewardship and leadership considerations for backcountry expeditions. Following the expedition, students will complete a self-assessment of their performance and a portfolio designed to be useful for future expeditions. Prerequisite: REM 121 and REM 122, or permission of instructor. 3 Cr

### **REM 229 Camp Counseling**

The purpose of this course is to introduce the student to organized camping through an understanding of history, administration, management, program development, counseling principles and evaluation methods. Prerequisite: REM 201, or permission of instructor. 3 Cr

### **REM 230 Outdoor Leadership**

This course combines the practice of outdoor leadership with the study of leadership theory and group management. Students will improve their own outdoor leadership capacities through practice, feedback and reflection. Professional practice, theories of leadership and judgment and decision making will be explored through readings, discussions and self-reflective projects. The class will work together at developing their own skills, helping others understand their strengths and characteristics and gaining experience in working with groups. Students will participate in an extended field experience where they will gain practice in leadership positions in various situations. Prerequisite: REM 121 and REM 123, or permission of instructor. 3 Cr

### **REM 245 Personal Fitness Training**

A study of the scientific foundations of exercise, techniques of exercise, client consultation and assessment, program planning, and safety/emergency procedures. Course prepares students to take a certification exam for personal trainers. 3 Cr

### **REM 301 Park and Recreation Facilities Operations**

Current practices in the operation and maintenance of parks and recreational facilities including both indoor and outdoor facilities. Students receive firsthand experience of site protection techniques, visitor management, and other problems involved in managing recreational facilities. Prerequisite: REM 202. 3 Cr

### **REM 302 Park and Recreation Facilities Design**

A practical experience in the planning and design of parks and recreational facilities. Planning theory and all types of plans are reviewed. Spatial concepts and

site design theory are combined in a laboratory setting where students draft plans and prepare scaled models of actual facilities. Prerequisite: REM 301. 3 Cr

### **REM 305 Computer Applications in Parks and Recreation**

A review of concepts combined with the practical application of software helps students gain an understanding of the Internet, spreadsheets and methods of electronic presentations. Use of the computer to enhance management tasks and program delivery is an important aspect of this course. Demonstration software packages may be available. Prerequisite: Ability to work independently. 3 Cr

### **REM 311 Recreation Services for Special Populations**

A course to provide the student with a general understanding of leisure services for 'special' populations. Topics include current applicable legislation, disabling conditions, community recreation resources for special groups, architectural barriers, program planning and implementation. Prerequisite: REM 226 or permission of instructor. 3 Cr

### **REM 314 Facility Operations & Design**

This course deals with the operation, maintenance and design of park and recreational facilities. Both indoor and outdoor, man-made and natural, users and facilities themselves will be discussed. This course will familiarize students with the planning, design and construction of natural and man-made recreational resources. Topics will include planning theory and practice, design theory and special orientation, design techniques and construction plans. Prerequisite: REM 226 or permission of instructor. 3 Cr

### **REM 317 Principles of Experiential Education**

This course will provide the student with an understanding of the foundations, theories and principles of experiential education, as well as the techniques utilized in experiential learning programs. Prerequisite: REM 201, or permission of instructor. 3 Cr

### **REM 319 Topics in Tourism & Hospitality Management**

This course will provide an in-depth exploration of a variety of topics (one for each offering) within the management of the tourism and hospitality industry. Various approaches to the course will include interviewing successful entrepreneurs, examining internet promotions, site visits, developing plans of

operation and others. Examples of topics include travel motivation, hotel management, restaurant operations, partnering and product development and others. The course is likely to include attendance at the Maine Governor's Conference on Tourism. This course may be repeated as topics vary. Prerequisite: REM 219 or permission of instructor. 3 Cr

### **REM 321 Recreation Administration and Supervision**

An overview of administration including all functions of management. Classroom exercises and field work contacts concentrate on the administrative processes of policy development, decision making, personnel management, budgeting and financing, programming, public relations and office management. Included are evaluation procedures and research related to administration. Prerequisite: REM 226, or permission of instructor. 3 Cr

### **REM 323 Principles of Strength and Conditioning**

An advanced course designed to explore principles and techniques of conditioning and strength training. Testing and evaluation, exercise techniques, and program design are covered. Prepares students to be eligible for the Certified Strength and Conditioning Specialist exam. 3 Cr

### **REM 327 Recreation Behavior & the Environment**

This course is about recreational landscapes and how they are used by people. From wilderness areas to tourism developments, the course will look at the settings where people recreate, the psychological and social experiences they seek related to the environment, and their social and ecological impact on the landscape. This course explores characteristics of a landscape that are important in motivating recreation participation, and the experiences sought by outdoor recreationists. Visitor expectations and satisfaction related to the environment will be covered. Students will gain familiarity and experience with a range of methods of analyzing and measuring the physical and social impact of recreation in a variety of settings, including survey research, interviews, remote sensing and on-the-ground documentation. Prerequisite: ENG 101 and junior standing or permission of instructor. 3 Cr

### **REM 353 River Trip Guiding**

Course provides an opportunity for upper class students to practice and perfect their outdoor leadership techniques by guiding other students on an extended river canoeing trip. Teaching and leadership methodologies, activity planning and organization, risk management implementation and



other topics are put into practice through this experience. Prerequisites REM 121, REM 122, REM 123 and REM 124 (or WFR) plus REM 226. Students are also encouraged to have other certifications and licenses. Students registering for this course MUST receive written approval from current instructor. 3 Cr

#### **REM 411 Recreation and Wilderness Resources**

A study of managing natural resources for the purpose of outdoor recreation. Natural areas that range from manicured parks to pristine wilderness areas are examined in light of the different management philosophies, policies, and techniques needed to maintain them. Prerequisite: Junior standing or permission of instructor. 3 Cr

#### **REM 412 Park Interpretation**

A specialized course in preparing interpretive programs for recreational/park facilities and historic places. Selective media are discussed and used in the development of interpretive services. Examples of existing efforts in interpretation are explored. Prerequisite: Junior standing or permission of instructor. 3 Cr

#### **REM 414 Grant and Proposal Writing**

An introduction to the art and science of preparing grant proposals for nonprofit organizations. Emphasis is placed on writing and research skills. By examining the nature and interests of granting agencies and applicant organizations, students learn the importance of relationship-building and how to match funding needs with appropriate grant opportunities. The preparation of mock grant proposals takes students through the entire grant application cycle of need definition, grant research, program and budget planning, proposal writing, submission/review/funding, and post-award administration. Prerequisite: Junior standing or permission of instructor. 3 Cr

#### **REM 417 Outdoor Recreation Leadership Practicum**

A supervised situation in which students are given the opportunity to gain personal experience and knowledge in teaching and leading outdoor recreation activities. Students plan, organize and lead outdoor recreation activity courses, outings for the Outing Club, and other outdoor experiences. Enrollment in this course is by permission of instructor. 3 Cr

#### **REM 431 Visitor Management in Conservation Areas**

This course is for students studying Recreation & Tourism Management or Environmental Studies, and

for any student who is interested in working for federal, state or non-profit agencies where managing recreational visitors is part of their work. Students will examine various avenues for managing recreational use in conservation areas. Visitor education, recommendations for types of use and regulation will be examined as options for managing recreational use. Strategies for modifying visitor behavior, based on social psychological models, will be studied to help students understand the diversity of approaches they may take in designing signage, in locating rangers and in working with volunteers. The course will include fieldwork which allows students to explore ways to control use with physical structures, trail design for screening and the use of physical barriers for visitor redirection. Prerequisite: REM 121, and junior standing, or permission of instructor. 3 Cr

#### **REM 442 Recreation Seminar**

A seminar to integrate previous course and field experiences. Emphasis is placed on problem-solving procedures using case studies. Studies of current issues, status, trends, and future directions in leisure and recreation are included. Prerequisite: REM 321 or permission of instructor. 3 Cr

#### **REM 443 Recreation Leadership Practicum**

Allows qualified students to gain personal experience teaching and leading recreation/fitness activities at the college level under supervised conditions. Students enrolled in this course will actually teach a .5-1.0 college credit course under the direct supervision of a UMM faculty member. Students must have current certifications and/or licenses to teach/lead the activity and must be approved by a supervising UMM faculty member before registering for the course. 1 - 3 Cr

#### **SED 100 Animal Behavior & Selection of Service Dogs**

This is an introduction to techniques for animal training with a focus on owner-trained service dogs. A service dog is one specially trained to perform a task or work that aids a person with a physical or emotional disability, thus allowing them more freedom to live more independently. The course will cover basic psychological principles of operant conditioning used with animal training. There will also be hands-on opportunities for basic dog training that require the application of operant learning techniques. The optional lab will have two main components. The first component will be training qualified dogs to prepare them to be certified as therapy dogs. The second component will be helping

train a service dog for a specific task to assist its disabled owner. 2 Cr

### **SED 101 Animal Behavior & Selection of Service Dogs Lab**

This is an introduction to techniques for animal training with a focus on owner-trained service dogs. A service dog is one specially trained to perform a task or work that aids a person with a physical or emotional disability, thus allowing them more freedom to live more independently. The course will cover basic psychological principles of operant conditioning used with animal training. There will also be hands-on opportunities for basic dog training that require the application of operant learning techniques. The optional lab will have two main components. The first component will be training qualified dogs to prepare them to be certified as therapy dogs. The second component will be helping train a service dog for a specific task to assist its disabled owner. 1 Cr

### **SED 310 Dimensions of Exceptionality in the Classroom**

The purpose of this course is to provide an understanding of the characteristics and needs of K-12 students with exceptionalities. Students in this survey course will learn about a range of topics including the history of special education; the provisions of IDEA; relevant legal issues in special education; program planning and placement with an emphasis on inclusive practices; transitioning students to adulthood; classroom accommodations and modifications; and instruction of students with exceptionalities. Students will learn the characteristics of various disabilities, and how they affect individuals and their families. Factors that put students at risk, cultural and linguistic diversity, and giftedness are also explored. Prerequisite: EDU 210, EDU 217 or PSY 110, or permission of instructor. 3 Cr

### **SED 311 Working with Families of Children with Disabilities**

This is an in-depth analysis of families with children who have disabilities. Using a lifespan approach, the class will explore the experiences of families and their journeys through the special education and adult service/support system. The class will also examine literature related to family systems and family functions, discuss and practice effective communication skills to use when interacting with family members, and examine some of the primary concerns expressed by family members. Woven throughout the course will be ongoing discussions about the ethical and moral decisions that face

professional educators as they attempt to support and provide services to families and students with disabilities. Prerequisite: SED 310, or permission of instructor. 3 Cr

### **SED 316 Working with Students with Emotional Disabilities**

The purpose of this course is to facilitate student understanding of theory, issues and practices applicable to the education of K-12 students with emotional disabilities. Students will be introduced to DSM disorders that are relevant to school-age students. These disorders will be explored at length and students will be expected to demonstrate an ability to synthesize their knowledge of such disorders with sociocultural factors related to students in order to develop appropriate educational programming. Additional course emphases include: respectful communication and collaboration as a member of a wrap-around team designed to support a student with an emotional disability; identification of appropriate community and diagnostic resources and personal reflection. Prerequisite: SED 345 or permission of instructor. 3 Cr

### **SED 320 Special Education Law**

Students will study the American legal system and procedural due process in order to develop a framework for addressing legal issues relating to students with disabilities. The six principles of the Individuals with Disabilities Education Act will be covered, as well as providing for a free appropriate public education; identifying and assessing students; educating in the least restrictive environment; providing related services; addressing discipline issues; and finding solutions to challenging situations facing students with disabilities. The role of the federal, state and local government in special education issues will also be covered, with special emphasis on case and regulatory law, including Maine regulations. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 321 Data & Standards-Based IEP Development**

A course designed to provide teacher training in the writing of standards-based individualized education program (IEP) goals and objectives. This course will assist in identifying the useful data necessary to make appropriate decisions based on present levels of academic achievement and functional performance. Identified data will assist in writing goals, objectives and benchmarks that are measurable and can be implemented in the classroom. Major emphasis will be placed on aligning the IEP's goals and objectives with those of the general education curriculum and

state standards. Attention will also be given to information used in making numerous other decisions that are based on the standards, goals and objectives for students with significant disabilities. Prerequisite: SED 310 and SED 335, or permission of instructor. 3 Cr

### **SED 325 Assessment in Special Education**

Students in this course will examine the principles and procedures of non-discriminatory evaluation under IDEA as it relates to K-12 students with mild to moderate disabilities. Emphasis will be placed on basic terminology; legal and ethical principles related to the assessment of students with special needs; technical adequacy of assessment instruments; identification of assessment instruments; administration of individualized norm-referenced assessments; and effective communication of evaluation results. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 329 Internship in Special Education**

Students enrolled in this course will attend and engage at a field placement setting. The number of hours required in the field will be determined by the number of credits for which the student enrolls. During the field placement, the student will engage in classroom instruction and management. Students will develop a unit plan, teach lessons and engage in formative and summative assessment. Students will explore evidence-based practices in order to develop lesson plans that are directly aligned with IEP goals and district/state curriculum/standards, and to identify/design individualized accommodations, modifications or strategies that are essential for the student with special needs to benefit from their educational program. The student will develop mock written communications with professionals and parents/caregivers. Prerequisite: SED 330 and SED 370, or permission of instructor. 1 - 9 Cr

### **SED 330 Math in Special Education**

This course is designed to help prospective special education teachers understand the Maine Learning Results, national mathematics standards, instructional strategies and assessment techniques, and to develop organizational structures related to teaching mathematics to diverse learners in elementary schools. Topics include problem solving, finding numerical patterns, fractions and percents, measurement, characteristics of geometric shapes, developing positive attitudes towards mathematics, and the use of manipulative and computer software. Methods of adapting lessons for diverse learning needs and increasing the mathematics skills of children with special needs in inclusive classrooms

are the central issues to be addressed. Prerequisite: SED 310, or permission of instructor. 3 Cr

### **SED 335 Program Planning for Students with Disabilities**

Students will develop an understanding of the process by which students are found eligible for special education services, and how to plan appropriate individualized education programs (IEPs) for students who are eligible for special education services. Legal and procedural requirements of program planning are reviewed, and an emphasis is placed upon applying evaluation results to the development of a professional IEP. Communication and collaboration in collaborative group work is emphasized. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 340 Communication & Collaboration in Special Education**

This course provides the special educator with techniques and skills for effective communication, consultation and collaboration with families, general educators, and other professionals. The main emphasis of the course is on understanding collaborative consultation as a process that enables people with diverse expertise to work together to generate solutions for educating students with special needs. The course will increase awareness of the framework and rationale for collaboration, the facilitating factors involved, and strategies for implementation. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 345 Behavior Strategies and Social Skill Development for Students with Disabilities**

This course provides instruction in a variety of behavior strategies, including the development of social skills. Emphasis is placed on students with disabilities in a broad range of educational environments. Proactive systems of behavior intervention, management and modification are examined to target specific behaviors while providing an environment that encourages inclusion, self-advocacy and increased independence. Methods of data collection and analysis are explored throughout this course. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 355 Transitional Issues for Students with Disabilities**

This course provides instruction in techniques and resources used to assist individuals with special needs experience success in school settings and transition into a wide range of environments. Emphasis is placed on transition into academic, independent

living and vocational settings through the design of instructional programs that address individual needs and maximize quality of life. Accessibility, life skills, community-based instruction, and assistive technology are explored at length. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 362 Typical & Atypical Expressive & Receptive Language**

The purpose of this course is to inform students about the stages of expressive and receptive language. It will explore syntax, morphology, semantics, phonology, and pragmatics, as well as atypical development, individual differences, and how and why they occur. Studies will apply theories of child development, speech and hearing science and language development and disorders in order to devise language interventions for students with communication disorders. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 365 Differentiated Instructional Strategies**

A course designed to provide K-12 pre-service teachers with the knowledge and skills to create and teach lessons that are varied to meet the individual learning needs of all students. Students will engage in various activities through which they will learn to implement teaching strategies designed to create multiple paths so that students with varying abilities, interests or learning needs experience appropriate ways to use, develop and apply concepts as part of the learning process. Students will learn how to differentiate instruction by varying the content, process and/or product in their units and lessons to meet the needs of all learners. A field experience is required. Prerequisite: SED 310, or permission of instructor. 3 Cr

### **SED 370 Reading/Writing for the Exceptional Student**

This course will facilitate the development of competencies related to the identification of diverse reading and writing skills and the development of appropriate individualized instructional goals and methods for individuals with exceptionalities in reading and writing. A practicum experience is a requirement of the course. Prerequisite: SED 310 or permission of instructor. 3 Cr

### **SED 380 Teaching Students with Autism Spectrum Disorders**

Students in this course will gain knowledge of the IDEA and DSM-IV definitions of Autism Spectrum Disorders, prevalence and possible causes. Characteristics, teaching strategies, adaptations, and

related disorders secondary to Autism Spectrum Disorders will be explored. 3 Cr

### **SED 490 Student Teaching in Special Education**

Student teachers participate in a variety of supervised experiences in a school while working with children with mild to moderate disabilities. Working with a special educator, their students and other school personnel, student teachers expand and refine their knowledge and skills related to the Council for Exceptional Children standards for teachers of students with mild to moderate disabilities. Student teachers will increase their responsibilities over time, with a minimum of two weeks' full-time teaching in the role of special education teacher. Students participate in an orientation and a bi-weekly seminar during their student teaching experience. Students must participate in a portfolio defense at the conclusion of the student teaching experience, at which time the student teacher will provide evidence of achievement of the special education standards outlined in the syllabus. Prerequisites: Matriculation into degree or certification program; application to student teach submitted and approved by education faculty semester prior to student teaching; acceptance by the Student Teaching Committee. Among other factors considered by the committee: (a) successful completion of Praxis I and II prior to student teaching application in October or March; (b) GPA of 2.5 overall and in SED courses; (c) completion of 27 credits of SED coursework prior to student teaching. 12 Cr

### **SOC 114 Intro to Sociology**

The study of the concepts, theories and research findings of the discipline of sociology. Stressed are the following concepts, institutions and topics: culture, society, socialization, the family, social stratification, intergroup relations, deviance, demography, collective behavior, popular culture, social movements, and social change. 3 Cr

### **SOC 208 Sociology of the Family**

An introduction to the sociological study of the family to include the major theories found in the current literature. Cross-cultural and sub-cultural perspectives are explored. There is also discussion of power relationships, role development, socialization of children, family reorganization, and malfunction and adaptation within the family structure. Prerequisite: SOC 114 or permission of instructor. 3 Cr

### **SOC 214 Crime & Society**

This is an introductory course in the nature, causes, prevention and treatment of crime in modern

American society. The components and mission of the criminal justice system are analyzed in light of existing constitutional protections and the multi-cultural diversity of 21st-century America. Attention is directed to the role of politics, the media and race and social class. Major American institutions including the police, the courts and corrections, as well as major criminal justice initiatives like the 'War on Drugs' are examined. Prerequisites: SOC 114, or permission of instructor. 3 Cr

### **SOC 219 Special Topics in Sociology**

Course designed to allow students to pursue study in an area within Sociology. Courses vary vary in content in response to student interest and demand. Recent offerings have included Crime and Society, Police and Society, and Rural Poverty. Prerequisite: ANT 101 or SOC 114 or permission of instructor. 3 Cr

### **SOC 220 Deviant Behavior**

An examination of the concept of deviance in behavior and exploration of the various sociological theories and perspectives for viewing deviance. Among the issues discussed are labeling, social control and collective deviance. Prerequisite: SOC 114 and sophomore standing, or permission of instructor. 3 Cr

### **SOC 301 Rural Sociology**

A course focusing on the social institutions of rural society. Emphasis is on the family, church, and schools. The impact of changes in the industrialized urban areas upon rural life is examined. Special attention is paid to problems of rural Maine. Prerequisite: SOC 114 and junior standing, or permission of instructor. 3 Cr

### **SOC 310 Childhood & Society**

The course is intended to provide an in-depth look at childhood throughout history and in contemporary America. The course is roughly divided into two parts. First the course provides a cross-cultural examination of the idea of childhood with particular reference to the evolution of the idea of childhood in western culture. Second, the course examines childhood and pre-adolescence in the United States at the start of the 21st century. In the latter section, students examine socialization theories as they relate to contemporary American children's peer cultures and American culture generally. Prerequisite: SOC 114. 3 Cr

### **SOC 312 Police & Society**

This course examines law enforcement in the context of American society, institutions and values. Modern

law enforcement is examined in terms of American government and historical context followed by in-depth analysis of police organization, operations and mission. Police culture, issues regarding use of force in civil society, ethical problems, the potential for civil liability and policing the American drug problem are all considered. Prerequisites: SOC 114 or SOC 214, or permission of instructor. 3 Cr

### **SOC 314 Environmental Law/Environmental Crime**

This is a third-year elective online course within sociology that addresses existing environmental laws and the environmental crimes that are committed in violation of these laws. The course will review the current state of environmental law and then examine those acts that have been made unlawful, the criminal violations that most commonly occur, the nature of environmental crime investigation and prosecution and the type of sanctions available under federal and state criminal laws that protect the environment. Prerequisite: Sophomore standing, or permission of the instructor. 3 Cr

### **SOC 319 Special Topics in Sociology**

Course designed to allow students to pursue study in an area within Sociology. Courses vary vary in content in response to student interest and demand. Recent offerings have included Crime and Society, Police and Society, and Rural Poverty. Prerequisite: ANT 101 or SOC 114 or permission of instructor. 3 Cr

### **SOC 320 Sociology of Poverty**

This course will provide an overview of international and national trends in wealth distribution, with a focus on poverty in rural Maine. Theories of poverty, its definition, nature and causes will be reviewed from a sociological perspective, exploring the intersections of gender, race, ethnicity and class as they impact those in poverty. Students will engage in a self-reflective process, identifying their own class status and the ways in which class has enhanced or constrained personal development. In this course, poverty is viewed as a socially structured phenomenon, influenced by social, economic and political forces in historical context. Prerequisite: SOC 114 and sophomore standing, or permission of instructor. 3 Cr

### **SOC 419 Special Topics in Sociology**

Course designed to allow students to pursue study in an area within Sociology. Courses vary vary in content in response to student interest and demand. Recent offerings have included Crime and Society, Police and Society, and Rural Poverty. Prerequisite:

ANT 101 or SOC 114 or permission of instructor. 3 Cr

### **SPA 101 Elementary Spanish I**

Developing skills in reading and writing and in speaking and listening to Spanish. The course provides students with opportunities for self-expression and encourages effective oral and written communication skills. Students begin to acquire a basic proficiency in Spanish, and are introduced to the common phrases and vocabulary, the verb forms of the present tense, and the grammar and structure of the language. 3 Cr

### **SPA 102 Elementary Spanish II**

A continuation of SPA 101 taking the basics and building from there to allow students to develop fluency in writing and speech. The emphasis is on developing skills in reading and writing, on comprehension and on practicing spoken Spanish. The course provides students with opportunities for self-expression and encourages effective oral and written communication skills. Prerequisite: SPA 101 or basic knowledge of Spanish with permission of instructor. 3 Cr

### **SPE 104 Public Speaking**

Students will investigate and put into practice the various styles and methods of communicating publicly, from notes, ex tempore, memorized, and reading aloud. Students will learn the skills relevant to good speech communication: conception, organization, techniques of generating interest, the use of audio-visual aids, audience inclusion and involvement, and overcoming performance apprehension. 3 Cr

### **SPE 105 Professional Online Communications**

Students will investigate and put into practice the various styles and methods of communicating publicly utilizing online technologies. Students will learn the skills relevant to good speech communication: conceptualization, organization, techniques of generating interest, the use of audio-visual aids, audience inclusion and involvement and overcoming performance apprehension. 3 Cr

### **SSC 210 Human Sexuality**

An interdisciplinary inquiry into the historical, cultural and developmental issues in human sexuality. Current literature and research are reviewed. As this course includes an examination of sexuality, it includes materials that may be deemed explicit or provocative for many. Individual discretion is advised. Prerequisite: ENG 101, sophomore standing or permission of instructor. 3 Cr

### **SSC 420 Research Methods & Design**

A course designed to nurture an appreciation and understanding for the manner in which any question of interest can be methodically approached and possibly answered by applying a set of sequential methods. Students learn how to find information, read journal articles, pose research questions, select appropriate methods, select participants, select appropriate designs and statistical analyses, report research findings, and do the above in the most ethical manner. The primary goals in this course are for each student to gain experience with conducting research and writing research reports for a community partner. This course includes a Service-Learning and Community Engaged (SL/CE) component. During the semester, students are expected to make periodic progress reports on their projects, culminating in formal (convention-style) presentations to the class and community partners. Prerequisite: MAT 113, junior standing, or permission of instructor. 4 Cr

### **THE 101 Intro to Theatre**

An introduction to the literary and practical aspects of the theatrical idiom by participating in classroom discussions on a survey of plays integral to the development of the theatre and the theatrical context. The class also includes participation in the making of theatre, through either involvement in a departmental production or a pre-approved independent project. Subjects include script reading and analysis, the creative components and structure of theatrical art, stage conventions, historical perspectives, and the nature of creative and collaborative work. 3 Cr

### **THE 102 Fundamentals of Acting**

An introduction to the talents and skills used on stage by the actor. Students' voices, body movement, and imaginations are developed through a series of exercises. Emphasis is on analysis of characters and scripts as well as performance skills. 3 Cr

### **THE 116 Play Production I**

#### *Play Production: Technical*

Meets weekly for students who wish to fulfill technical roles in UMM theatrical productions. During classes students participate in production meetings (during which communication and planning for productions occurs), workshops in the backstage arts (lighting, sound, costume and set design), and general theatre support activities (set construction, electrics, publicity, box office and house management). May be repeated for credit.

#### *Play Production: Performance*

Students who wish to receive credit for playing roles in UMM theatrical productions should enroll in this

course. Auditions held at the beginning of each term are open to all, whether enrolled in the course or not. Students who are not cast may switch to Play Production: Technical. Those involved in certain technical positions (such as stage management) may meet during this class time. May be repeated for credit. 1 - 3 Cr

### **THE 119 Topics in Theatre**

Studies in practical aspects and styles of theatre production. Practical elements can include stage management; costume, set, lighting or sound design; or makeup, movement, and voice for the actor. Styles can include readers' theatre, non-Western theatre, improvisation, or musical theatre. Prerequisite: 100-level theatre course or permission of instructor. May be repeated for credit. Possible topics include Stagecraft and Design and Directing. 3 Cr

### **THE 219 Topics in Theatre**

Studies in practical aspects and styles of theatre production. Practical elements can include stage management; costume, set, lighting or sound design; or makeup, movement, and voice for the actor. Styles can include readers' theatre, non-Western theatre, improvisation, or musical theatre. Prerequisite: 100-level theatre course or permission of instructor. May be repeated for credit. Possible topics include Stagecraft and Design and Directing. 3 Cr

### **THE 319 Topics in Theatre**

Studies in practical aspects and styles of theatre production. Practical elements can include stage management; costume, set, lighting or sound design; or makeup, movement, and voice for the actor. Styles can include readers' theatre, non-Western theatre, improvisation, or musical theatre. Prerequisite: 100-level theatre course or permission of instructor. May be repeated for credit. Possible topics include Stagecraft and Design and Directing. 3 Cr

### **VID 101 Digital Video Production**

This course provides the basics of video production, incorporating both lecture and laboratory experience. Students will learn about shot composition, sound, lighting, and editing, all from a digital video format. Students will produce and edit several projects from a variety of media formats, depending on the interests of the student. Prerequisite: Sophomore standing or permission of instructor. 3 Cr

### **WRI 207 Studies in Composition and Grammar**

A study of the basic theories and practices in modern grammar and usage, within the context of improving essay-writing skills. Although the course deals primarily with traditional grammar, introduction to generative, structural and transformational systems may also be considered. While students work on individual writing projects under the direction of the instructor, the class at the same time functions as a group to discuss readings and to critique student work to develop editing and revision skills. Prerequisite: ENG 101 or permission of instructor. 3 Cr

### **WRI 226 Copyediting & Proofreading**

This course will teach students the basics of proofreading and copyediting for print and electronic publications such as newspapers, magazines, books, journals, and web sites. Students will be introduced to standard publication processes and the major styles, reference works, and tools of editorial work. Emphasis will be placed on the development of skills in proofreading, copyediting, and editorial judgment, as students learn the different functions of proofreaders and copyeditors, the vocabulary of print and document design, and acquire a good understanding of the editorial tasks involved in taking manuscripts into print. Prerequisite: ENG 101, WRI 207, or permission of instructor. 3 Cr

### **WRI 414 Grant and Proposal Writing**

An introduction to the art and science of preparing grant proposals for nonprofit organizations. Emphasis is placed on writing and research skills. By examining the nature and interests of granting agencies and applicant organizations, students learn the importance of relationship-building and how to match funding needs with appropriate grant opportunities. The preparation of mock grant proposals takes students through the entire grant application cycle of need definition, grant research, program and budget planning, proposal writing, submission/review/funding, and post-award administration. Prerequisite: Junior standing or permission of instructor. 3 Cr

### **WST 110 Intro to Women's Studies**

This course examines women's positions in and contributions to society, exploring the genesis, development, and impact of our culture's assumptions about women's nature and women's roles. As an interdisciplinary study of women's experience in cross-cultural and historical perspective, the course investigates women's personal and public lives, and seeks to identify and understand the particularly "female" aspects of these experiences. Students are

introduced to the issues, perspectives, and findings of this relatively new field of scholarship, which examines the role of gender in the construction of knowledge. Prerequisite: ENG 101 or permission of instructor. 3 Cr

**WST 212 Special Topics in Women's Studies**

Courses designed to allow students to pursue study in an area within Women's Studies. Courses vary in content in response to student interest and faculty availability. Some possible courses could include: Anthropology of Women; Women and Globalization; Feminist Psychology, and many more. Prerequisite: Dependent upon the course offered, or permission of instructor. 3 Cr

**WST 312 Special Topics in Women's Studies**

Courses designed to allow students to pursue study in an area within Women's Studies. Courses vary in content in response to student interest and faculty availability. Some possible courses could include: Anthropology of Women; Women and Globalization; Feminist Psychology, and many more. Prerequisite: Dependent upon the course offered, or permission of instructor. 3 Cr

**WST 410 Feminist Theory**

This course is intended to increase students' awareness of the multiplicity of feminist theories, develop students' ability to critically examine theoretical assumptions and to synthesize and assess theoretical arguments, and increase students' awareness of how such gender theories relate to their lives. Students gain the conceptual and theoretical tools to begin to identify and assess a variety of theoretical positions that currently call themselves 'feminist' and appreciate the interconnections of philosophical theories and practices. Through reading both classic and contemporary selections of feminist and non-feminist thinking about women, men, and society, students engage with some of the central problems within feminist theory. Prerequisite: WST 110 or Permission of Instructor 3 Cr

**WST 412 Special Topics in Women's Studies**

Courses designed to allow students to pursue study in an area within Women's Studies. Courses vary in content in response to student interest and faculty availability. Some possible courses could include: Anthropology of Women; Women and Globalization; Feminist Psychology, and many more. Prerequisite: Dependent upon the course offered, or permission of instructor. 3 Cr



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